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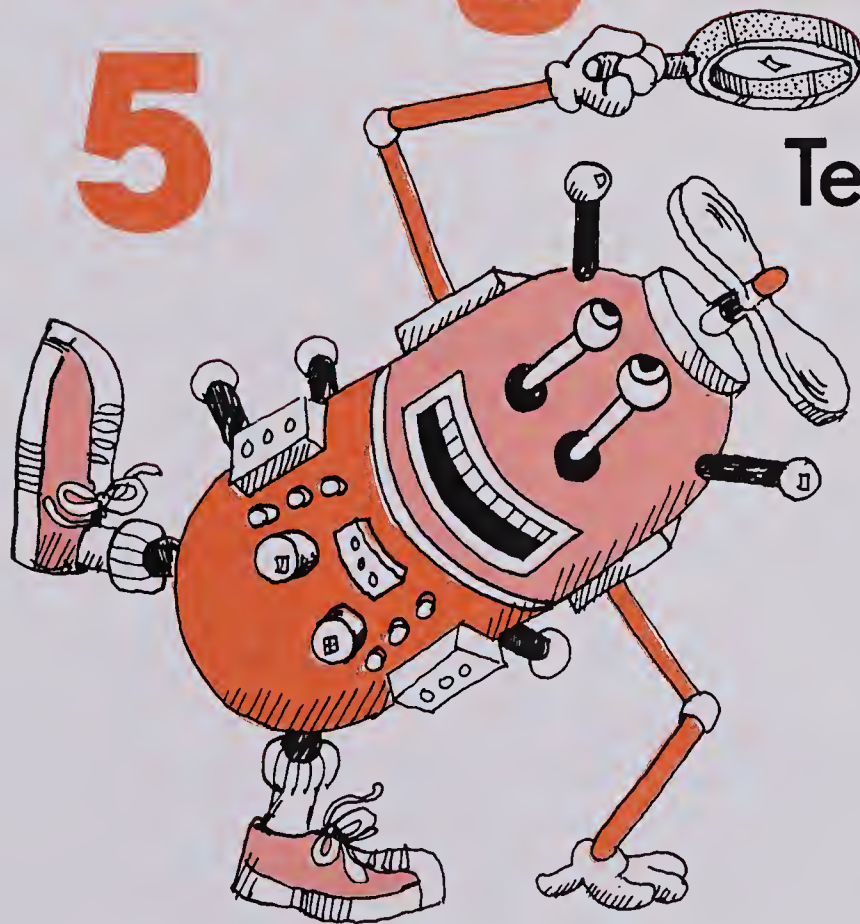


The Canadian Spelling Program

5

Ves Thomas
Carl Braun

Teacher's
Edition



gage PUBLISHING LIMITED
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PROGRAM FEATURES

- complete, fully-sequenced Canadian spelling program for Grades 2-8
- based on nationwide research study of words used by Canadian children and adults
- word lists determined by computer analysis of words most frequently used in writing
- systematic reintroduction of most commonly misspelled words
- selection of list words for each grade based on actual usage at that age
- eclectic approach combining general linguistic principles with individual word study in direct and incidental learning
- sequenced unit organization to allow individualized learning within structured system of instruction
- instructional techniques in accord with research findings on how children learn to spell
- use of pretest as diagnostic tool
- strategies to develop skills in self-diagnosis and self-correction of errors
- proofreading practice to help pupils recognize and correct misspellings
- application of spelling skills in a variety of written contexts
- transfer of spelling skills to writing in other subject areas
- study helps and techniques built right into program
- review units for reassessment and for reinforcement of spelling generalizations
- special units centred on specific themes—in Grade 2, holiday festivals; in Grade 3, the seasons; in Grade 4, special words for Measurement, TV, Sports, and Travel; in Grades 5 and 6, words from the content areas of the curriculum
- appealing illustrations to create interest and to provide exercise variety
- type and page layout designed for easy reading and completion of exercises

BASIC ASSUMPTIONS

1. Spelling is an essential aspect of writing, which continues to be an important means of communication in our society and in the instructional programs of our schools.
2. Learning to spell the English language is a challenging task requiring time and effort. Instructional techniques that apply the results of linguistic research in spelling to the way children learn will make the task easier for both teacher and pupil.
3. A research-based core of high-utility words that accounts for over 95 per cent of the words used in children's and adults' writing is a practical and logical basis for a spelling program. From this basis the program can be individualized by supplementary words specific to a child's needs and interests.
4. Presentation of words in list form focuses attention on the spelling of specified words.
5. Continual and systematic reintroduction of problem words as part of regular word lists yields better spelling results than singling out such words for special attention.
6. Learning list words is not in itself a sufficient test of spelling ability. The real measure is the correct spelling of words in an individual's written work. Instructional strategies must include the transfer of basic spelling skills to writing in context.
7. Knowledge of sound-symbol relationships is essential. However, overemphasis on the learning of "rules" is of limited value in improving spelling ability, since there are few rules that can be applied with adequate consistency. Whatever rules are of practical value should be learned inductively.

8. Spelling instruction should provide opportunities to focus on particular oral and visual aspects of words. The degree of oral-visual intensification in instruction will vary with the type of word and the learner.
9. The pretest-study-test sequence is the most effective approach to organizing spelling instruction toward individualized goals.
10. The self-corrected test, under the direction and supervision of the teacher, increases the possibility of successful study of spelling words. Analysis of spelling errors provides both the teacher and the pupil with valuable diagnostic information. Analysis of errors must be followed with a variety of study helps to accommodate a variety of learning styles.
11. A system of individual record-keeping provides necessary feedback to the learner and the teacher. This serves as a constant reinforcer for directing attention to the pupil's individual needs and leads to self-responsibility for spelling growth.
12. Proofreading to recognize and correct spelling errors is an essential writing skill. Planned proofreading practice in the instructional setting will help pupils to recognize misspellings.
13. The ultimate goal is self-diagnosis and self-correction of spelling errors. The development of a spelling consciousness and a positive attitude toward spelling will help the learner achieve this goal.

PURPOSE

This totally new series is designed to provide a complete, fully-sequenced Canadian spelling program for Grades 2-8. The content, approach, and methodology are based on the results of accumulated research.

- The content of the program is based on the results of an extensive study of the words most frequently used in written work by Canadian children and adults.
- The eclectic approach combines individual word study and systematic instruction based on linguistic research.
- The methodology comprises a variety of effective instructional techniques developed in accord with the results of research into how children learn to spell.

GOALS

1. Children will learn to spell the words they are most likely to use in their day-to-day activities as well as the words they are most likely to write as adults.
2. Children will develop strategies for learning and retaining the spelling of words.
3. Children will apply spelling skills in a variety of writing contexts and transfer these skills to writing needs in other subject areas.
4. Children will learn self-analysis and self-correction skills through the development of a spelling consciousness.
5. Children will develop a positive attitude toward spelling and a sense of achievement in their own spelling ability.

OBJECTIVES

Objectives for each unit are outlined in the *Teacher's Edition* for each grade. See also the "Scope and Sequence Chart" on pages 30-31.

RESEARCH BASIS FOR *THE CANADIAN SPELLING PROGRAM*

1. Pilot study by Thomas, 1972
 - sample — children’s compositions
 - test area — Province of Alberta
 - reported in *Teaching Spelling*, 1974, by Ves Thomas (Gage)
2. Research study by Thomas and Braun, 1976
 - reported in *Teaching Spelling, Second Edition*, 1979 (Gage)
 - sample — compositions written by children and adults
 - test area — nationwide — ten provinces of Canada
 - total sample — over 52 000 compositions
 - scope of research — random sample of approximately 8000 compositions selected from total sample
 - method of research — compositions in random sample analysed for frequency of word usage in writing and frequency of error in spelling
 - method of tabulation — results of computer analysis of children’s compositions, on a grade-by-grade and province-by-province basis, combined with results from adult writing sample to determine overlaps
 - results of research — core list of 3000 most frequently used words, of which 360 identified as most frequently misspelled
3. Analysis of Word Usage in 1976 Research Study
 - total word count — 623 573 words
 - number of individual words — 17 237 different words
 - frequency of usage of individual words:

<i>Numbers of Individual Words</i>	<i>Percentage of Total Word Count</i>
50	49%
100	59%
200	69%
500	80%
1000	87%
1500	90%
2000	92%
2500	94%
3000	95%

- percentages for word groupings are consistent with previous research findings, but actual words within each grouping show significant change

4. Conclusions of 1976 Research Study

- A spelling program based on the 3000 words most frequently used in writing by Canadian children and adults will provide pupils with 95 per cent of the words they will need for their immediate and adult written work.
- A systematic reintroduction of the 360 most commonly misspelled high-utility words will reduce the frequency of spelling errors.

ORGANIZATION OF WORD LISTS

Word Lists for Grades 2-6

The grade sequencing of the 3000 core words is based totally on an analysis of actual word usage. The principle underlying the sequencing is: *usage of incidentally acquired words is an indication of spelling readiness*. Thus, words used spontaneously in written work in a preceding grade are placed for systematic spelling instruction in the following grade.

- The list words in the spelling program for Grade 2 are based on the words children use most frequently in their writing at the end of Grade 1.
- The list words for Grade 3 are based on words written most frequently at the end of Grade 2.
- The list words for Grades 4, 5, and 6 are based on frequency of written usage at the end of Grades 3, 4, and 5.

Word Lists for Grades 7-8

The word lists in Grades 7-8 are predominantly based on those words most frequently used by adults in their own written work.

Word Selection for Units

The allocation of specific words to particular units was based on several criteria:

- A certain number of words in each unit was selected to provide a specific focus — a sound-symbol relationship, a word-structure pattern, a spelling generalization, or a theme — and to enable pupils to make adequate associations between spelling patterns and example words.
- Some unit words were selected to illustrate exceptions to a spelling generalization.
- Some unit words were selected to review and reinforce a spelling pattern introduced in a previous unit.
- Unit lists were organized in a progression of increasing difficulty — from regular phoneme-grapheme relationships to less regular patterns.
- Words with irregular spelling patterns were distributed throughout the units, to avoid overburdening the later units with word difficulties.

Word Repetition in Unit Lists

In addition to sequencing and allocating the 3000 core words to specific grades and units, the organization of the word lists included the repetition of the 360 most frequently misspelled high-utility words. These were distributed throughout the program by grade sequence and unit allocation.

Numbers of List Words by Grade

<i>Grade</i>	<i>Units</i>	<i>Words per Unit</i>	<i>New Words</i>	<i>Repeated Words</i>	<i>Total Words</i>
2	30	10	300	Nil	300
3	30	12	300	60	360
4	30	14	360	60	420
5	30	16	420	60	480
6	30	18	480	60	540
7	30	20	540	60	600
8	30	22	600	60	660
			<u>3000</u>	<u>360</u>	

PROGRAM STRUCTURE: UNITS

The thirty-six units in each grade of the spelling program are organized into unit sets. Each unit set consists of five regular units followed by a review unit. In Grades 2-6 there are four supplementary special units.

Regular Units

- New words are presented in unit lists.
- Grades 3-8, two repeat words from the previous grade are included in each unit list.
- Repeat words are those most-commonly misspelled, which are reintroduced for additional attention.
- This systematic reintroduction of problem words as part of regular unit lists is more effective in reducing frequency of misspelling than presenting these words in special lists.

Review Units

- These units serve a double function: reassessment of spelling achievement and extra study of words in preceding five units that may not have been fully learned.
- Exercises in review units are designed to reinforce the spelling generalizations of the preceding five units.
- The focus of attention is on words that contain phonological or visual difficulties.

Special Units

- These supplementary units provide variety and develop an interest in words.
- The focus in these units is on special words associated with specific themes.
- In Grade 2, the focus is on festival words for Hallowe'en, Christmas, Valentine's Day, and Easter.
- In Grade 3, the focus is on words for the four seasons.
- In Grade 4, the units focus on words for Measurement, TV, Sports, and Travel.
- In Grades 5 and 6, the units focus on words from the content areas of Math, Science, Geography, and Social Studies.

UNIT STRUCTURE: SEQUENCES

The units are structured in a sequence that allows the maximum possibility of individualized instruction.

1. Pretest

- The purpose of the pretest is *diagnostic* — to identify those words a pupil already knows how to spell. This allows each individual pupil to focus on particular problem words.
- By examining their own spelling, pupils develop a spelling consciousness.
- By identifying the reasons for misspellings, pupils develop skills in self-analysis of errors.
- By correcting their own errors, pupils can see the correct form beside their personal misspelling and focus attention on the correct form. This kind of discrimination learning intensifies correct spelling.

2. Study Helps

- The focus of attention is on selected phonological and visual features of words.
- Activities and exercises are designed to help students with words diagnosed as problem words in the pretest. These include both misspelled list words and those spelled correctly but with some doubt or hesitation.
- Activities and exercises can be selected to suit individual pupil needs.
- Study techniques are built into the exercises and activities.
- The “Remember” section of the “Study Helps” sequence summarizes the spelling generalization highlighted in the unit.

3. Extending Your Spelling Skills

- This sequence promotes spelling ability by using words in a variety of writing contexts — sentences, verses, dictation, and proofreading.
- To help pupils develop a writing vocabulary, emphasis is placed on adding other words to unit list words.
- Activities and exercises are designed to intensify the instruction in the core lessons and to extend skills to include new words so that pupils can apply spelling skills more effectively in their own written work.
- Activities and exercises are designed to help pupils integrate word meaning and spelling skill.
- Activities and exercises are provided to help pupils transfer spelling skills to writing in other subject areas.
- Fun-type exercises are designed for individual practice, team activity, or class participation.
- Proofreading activities provide practice in recognizing and correcting misspellings as a practical application of learning to spell.

4. Unit Test

- The final sequence serves as both assessment and reinforcement. It provides an accountability measure for pupils who studied their problem words and an additional reinforcement for those who wrote the words correctly on the pretest.
- Self-correction, as on the pretest, helps pupils develop self-responsibility for spelling growth.
- Record-keeping of test results provides important feed-back for pupils and teacher.

SEQUENCE STRUCTURE

Pretest

1. Preparatory Explanation

If pupils are unfamiliar with the pretest, the teacher should discuss the purpose and procedure. It should be made clear to the class that this is *not* a test to *measure* what they know but a way of *helping each pupil to learn* which words he or she already knows so that each, individually, can concentrate energy on problem words.

2. Dictation of List Words

- List words are to be dictated before pupils have studied them.
- Dictation atmosphere should be relaxed but quiet, so that all pupils can hear without straining.
- Each word should be pronounced clearly and then used in a sentence to reduce the possibility of pupils' perceiving the word wrongly, and then pronounced again.
- After all the word has been pronounced the second time, pupils should be encouraged to say it quietly to themselves before they write it.
- After all the list words have been dictated, pupils should check their own words and write their misspelled words in their individual spelling records.
- The booklet *My Spelling Record* provides pages for Pretests.

3. Record of Spelling Errors

Regular and accurate record-keeping is an important factor in learning to spell.

A record of spelling errors serves many valuable functions.

- It helps pupils to diagnose their own spelling problems.
- It helps pupils to develop skills in self-analysis of errors.
- It raises spelling consciousness.
- It encourages self-responsibility for spelling growth.
- It provides important feedback for teacher and pupil.
- It helps the teacher individualize instruction.

The following record form is suggested for recording errors made on the pretest. Copies of this form are available in the booklet *My Spelling Record*, available from Gage Educational Publishing Limited.

My Pretest Record

PRETEST WORDS			MISSPELLING PROBLEMS					
Unit	List Word	My Misspelling	I left out one or more letters	I added one or more letters	I misspelled a part that has a regular spelling	I misspelled a part that has an irregular spelling	I didn't pronounce the word correctly	My hand-writing was not clear

How to Use the Personal Spelling Record

- *Pupils* write the correct form of the misspelled list word in the column "List Word."
- *Pupils* write their misspelling in the column "My Misspelling." The side-by-side placing of correct spelling and personal misspelling has been proved to be a most effective method for focussing attention on the correct form. Spelling success depends, to a large extent, on learning **discrimination skills**. Seeing a comparison between a positive example and a negative example is the basis of discrimination learning.
- *Pupils* analyse each misspelling to determine why a mistake was made, and put a check mark in the appropriate column.
- *Teachers* will have to guide pupils closely at the beginning of the term to ensure that they learn to record and analyse their misspellings accurately. The growth of a spelling consciousness and the development of self-responsibility in their pupils will more than repay these efforts.
- *Teachers* should examine pupils' spelling records on a regular basis to get diagnostic information that will help them individualize extra help.

4. Record of Spelling Progress

A record of correct spellings serves as a measure of achievement and a positive reinforcement for successful effort.

- Both pretest and unit test scores should be recorded.
- Teachers and pupils should both maintain a continual and alert awareness of spelling progress.
- To facilitate a steady progress check, a chart similar to the sample below is included in the *My Spelling Record* booklet.

My Progress Chart

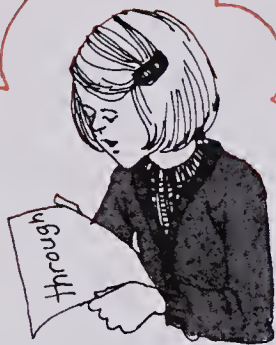
Number of Words Right	Units														
	1	2	3	4	5	7	8	9	10	11	13	14	15	(to Unit 35)	
16															
15															
14															
13															
12															
11															
10															
9															
8															
7															
6															

Note that each Unit column is divided with a dotted line into two parts—one for the pretest score and one for the unit test score. In the sample above, in Unit 1, the pupil had 15 words correct on the pretest and 16 on the unit test. In Unit 2, she scored 16 on each test.

For the Progress Chart, have pupils use different colors to record their scores; for example, red, for the pretest and blue for the unit test.

Study Helps

- The activities and exercises in this sequence are intended primarily for pupils who had difficulty with the words on the pretest. Pupils who had all the words correct and who are confident they know how to spell each list word should proceed directly to the “Extending Your Spelling Skills” section.
- The primary emphasis in the exercises is on helping pupils to look carefully at the letters that spell list words.
- Pupils should concentrate their effort on exercises that focus on the words they spelled incorrectly, or were unsure of, on the pretest.
- Teachers will be able to individualize the use of “Study Helps” more effectively if they examine the pupils’ spelling records regularly. This will show them the types of spelling errors each child makes and should indicate, therefore, the special help needed.
- All pupils should be taught an efficient study method. The five-step study method outlined on page 5 of the pupil’s book is referred to often in the “Study Helps” sections.



6. The word **through** may need some careful study.

Look closely at the word all by itself.

t h r o u g h

Say it to yourself.

Think how it is used: “We ran through the trees.”

Now **cover** the word, and **write** it.

Uncover the word and **check** your spelling.

If you were wrong, look very carefully at the part that gave you the most trouble. Go through the steps again.

Write a sentence with through.

Looking Back

1. Check the list of words that you misspelled in Units 7 — 11.

For each word in your list:

- (1) Say the word.
- (2) Decide whether the word is spelled differently from the way it sounds. For example: jail is spelled the way it sounds; friend has an unexpected letter.
- (3) Write all the words that are spelled differently from the way they sound.
- (4) Use the LOOK SAY COVER WRITE CHECK steps to study these words.
- (5) Write each word that you find particularly hard on a separate card. Study it by sliding a blank card over it as you did in Unit 10.

1. Sound-symbol Relationships

Accurate pronunciation, clear enunciation of words, and the recognition of the sequence of sounds in words are of utmost importance in spelling. Spelling proceeds from the sound of the word to the written representation of the sounds. The primary focus in the "Study Helps" sections, therefore, is on sound-symbol relationships.

Teachers should emphasize not only the importance of correct pronunciation and clear enunciation, but also the necessity for the recognition of sounds within the words and the sequence of sounds.

Sounds of words are emphasized by the use of dictionary pronunciations. Pupils are introduced to the symbols used in dictionary pronunciations, and learn the difference, in many words, of pronunciation and spelling.

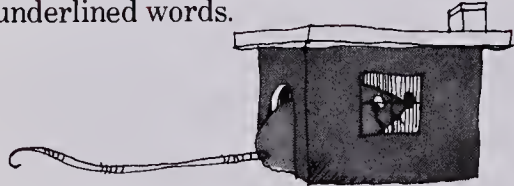
1. Read this sentence. Listen for /ō/ in the underlined words.



Roses grow beside the road that leads to his home.

How is /ō/ spelled in grow and road?
Notice that in home, /ō/ is spelled "o-consonant-e."

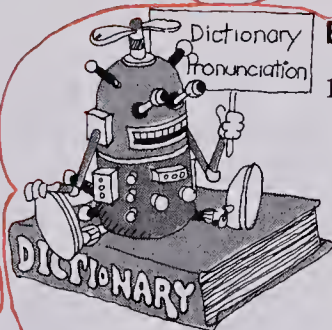
3. Read this rhyme. Listen for the vowel sound in the underlined words.



What vowel sound do you hear in the underlined words? How is it spelled? Write the words. Circle the letters that spell /i/.

4. Some list words are written in pronunciation symbols. Use the pronunciation symbols to say the words. Then write them as they are spelled.

(hok' ē)	(hō tel')	(dong' kē)
(wēks)	(stōl)	(mun' ē)
(biz' ē)	(kof' ē)	



Extending Your Spelling Skills

1. A dictionary helps you to find out how to pronounce words.
The pronunciation is shown in brackets after the entry word.
Each sound in a word has its own symbol and that sound is shown always by the same pronunciation symbol.

bend (bend)
jam (jam)
wisp (wisp)
zip (zip)

Sometimes the pronunciation looks the same as the spelling of the word as those at the left.

game (gām)
leap (lēp)
mark (märk)
hurt (hért)
town (toun)
zoom (züm)

But many words are not spelled exactly as they are pronounced. So the pronunciations in the dictionary have some special symbols. What special symbols are used for the vowel sounds at the left?

sing (sing)
sink (singk)
then (Then)
rose (rōz)
gem (jem)
measure (mez' ə)

In the words at the left, look at the pronunciation symbols for some consonant sounds.

Sound or Structure Highlights
The "Study Helps" of each unit include exercises that focus on a particular sound-symbol relationship or on a structure element. The element being highlighted is listed in the Contents and serves as a "title" for each unit.

However, it must be emphasized that not all words in the unit list contain the featured element. Pupils will be more alert to each list word if the words do not all follow a pattern.

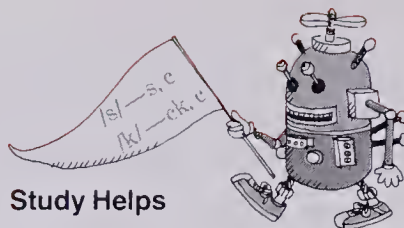
Remember

This special feature at the end of "Study Helps" in most units is a statement of the spelling generalization highlighted in this unit.

It is not intended that these statements be memorized, but merely discussed with pupils.

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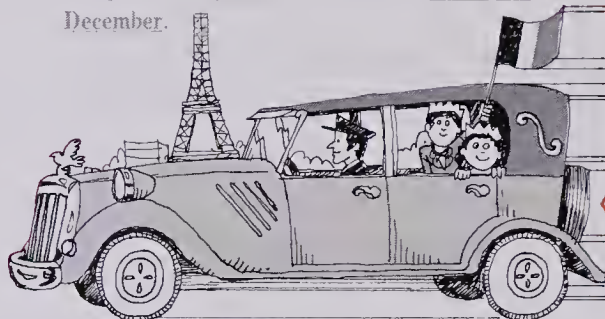
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Study Helps

1. Listen for /s/ as you say the underlined words in this sentence.

The prince and princess travelled to France last December.



What letters are used to spell /s/?

Write the list words in which you hear /s/.

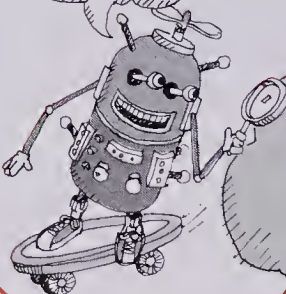
2. Listen for /k/ as you say the underlined words in this sentence.

The captain of the Vancouver hockey club got hit with a puck.

What letters are used to spell /k/?

Write the list words in which you hear /k/.

Remember

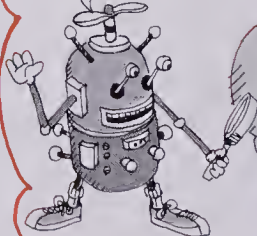


Write another definition and sentence for each list word used above to show a more common way of using it.

/s/ can be spelled with the letter s as in states or c as in officer.

/k/ can be spelled with the letters ck as in pocket or c as in Calgary.

Remember



5. Write the list words that end in the letters le.

When the first vowel sound of a two-syllable word is short, the consonant following that vowel sound is often doubled, as in happen and bottle.

Rhyme

This technique is used frequently to help students to proceed from the sound of words to the written representation.

At first, the technique of rhyme is used to help pupils to recognize regular spelling patterns and to realize that they can spell many other words than the list words.

But pupils must learn also that rhyme depends on the *sound* of the word and that not all rhyming words are spelled in the same way. Exercises help pupils to recognize, and to use, these variant spellings.

2. Word Structure

The structure of words forms an important part of the “Study Helps” sequence. Syllables, compound words, contractions, plurals, base words, and endings in inflected forms are taught in Books 2 and 3. Possessives, capital letters, prefixes and hyphens are taught in Books 4 and 5.

Syllables

Saying a word in ‘parts’ or syllables helps pupils to concentrate on the sequence of sounds in each part and thus helps in spelling. Pupils need also to recognize that the vowel sounds in unstressed syllables often sound the same but are spelled with any of the vowel letters. They learn to look carefully at the vowel letters in unstressed syllables.

4. Complete each rhyme with a list word.
Write the rhymes in your book.

I cannot guess
Where you got that _____.



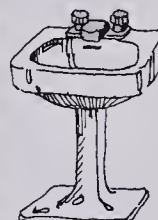
2. Write the list words that rhyme with:

☆ bent nest ☆ wet

What vowel sound do you hear in all these words?

What letter spells this sound?

2. Remember that rhyming parts of words sound the same but may have different spellings.
Write at least one list word that rhymes with each of these picture words.



Remember



5. Write the list words that match these descriptions.

- You can hear /a/ and /z/ in it.
It has three syllables.
- You can hear /i/ in the first syllable.
It is not a plural.
- You can hear /ü/ but not /z/ in it.
- It is a compound.

Vowels in unstressed syllables often sound the same even though they may be spelled differently, as in chicken and crayon.

Compound Words

The emphasis is on both meaning and spelling.

3. Write as many compound words as you can by joining each of the words in the box with the word beside it.

some

times how
one where
body thing



sun

lamp fish
rise burn
flower shine

Contractions

Pupils must remember that the apostrophe is an element of spelling.

1. Read this verse. Look at the underlined words.

It's a lovely day,
So what's the delay?
Don't you want to come with us?
Come on, we'll take a bus.



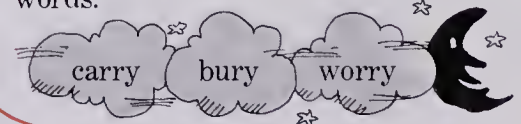
Each underlined word is a *contraction*.

Base Words and Endings

Pupils are introduced to inflected forms and are taught to recognize changes in the spelling of some base words when endings or suffixes are added.

1. Say the word **driving**.
Write its base word.
Add the ending **ing** to the base word.
How did you change the base word before you added the ending?
Write the base words of these words.
standing decided living waited tired

2. Write the word **marry**.
Add the **ed** ending to **marry**.
How did you change the base word before you added the ending?
Add the endings **ed** and **ing** to each of these words.



Plurals

Pupils are taught that most plurals are formed with the letter **s**, but there are exceptions (lunch — lunches; baby — babies).

2. Say and write these words.

bushes



wishes



roses



houses



Write the base word for each.
Notice that you add **es** to these base words to write the plural forms.
How many syllables are there in the plural forms?
Do they have the same number of syllables as the base words?

Extending Your Spelling Skills

This sequence in each unit extends spelling skills in a variety of situations:

- writing sentences, stories, verses
- dictation exercises
- proofreading someone else's writing
- puzzles and other "fun" activities
- exercises that extend and apply generalizations
- exercises that emphasize word meaning
- activities related to general subject areas
- learning to use the dictionary.

Writing

The purpose of any spelling program must be to help pupils spell correctly in all written work. Learning to spell words in lists is not an end in itself. Pupils must remember the correct spelling of those words in their own personal writing.

Pupils are, therefore, provided with situations that promote the writing of the newly learned words in connected discourse.

This writing also provides the vehicle for practice of proofreading skills.

4. Answer each question in a sentence.
In your answer use the word in brackets.

1. Where has the teacher gone? (across)
2. What happened to my bike? (broken)
3. Why was the floor so hard? (rocks)
4. How did they see the world? (plane)
5. How did the accident happen? (drove)

Proofread your sentences for spelling, punctuation and capitalization.

2. Do you daydream?

Complete each of these daydreams with one or two sentences of your own.

If my dream came true ...

I saw myself as chief ...

Suddenly, all the stones in the creek turned ...



Proofread your sentences for spelling, punctuation and capitalization.

7. Read these sentences. Add some sentences of your own to write a short story.

The movie was sad.
I wished the son had lived.

Proofread your story.
Use the dictionary to check any spelling you're not sure about.

Dictation

Dictation provides a situation in which pupils write words in sentences, or paragraphs, or verses. Because the content of the writing is provided and dictated by the teacher, pupils can concentrate on their spelling skills and on other skills, such as the use of punctuation and legible handwriting.

The material for dictation is in the pupil book. Therefore, after writing, pupils should be encouraged to proofread their own work and then check both writing and proofreading by comparing with the book.

This also affords the teacher an excellent opportunity to determine whether, in fact, pupils are learning how to recognize spelling errors in their own writing.



5. Your teacher will dictate these sentences:

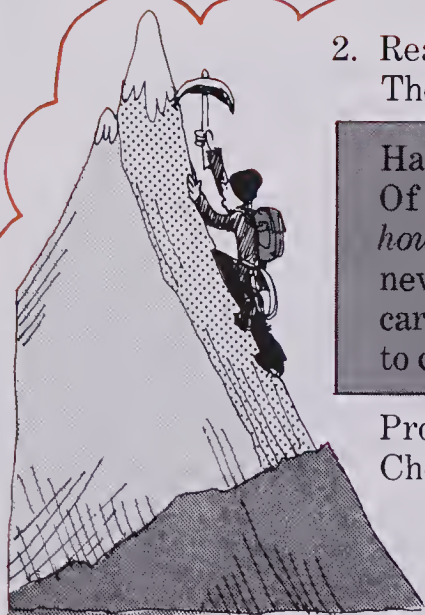
1. Will you be ready early?
2. They wouldn't build a house in such weather.
3. Where is heaven?
4. The plane was hidden by the clouds.
5. Take off your suit if you're hot.
6. He ate a full meal and took a rest.
7. They're dead because they had nothing to eat.

Proofread your sentences for spelling and punctuation.

2. Your teacher will dictate these sentences.

1. You were told to bring your bat.
2. We swam past the safe places.
3. If you wait, you will be late.
4. Bobby is saying that he needs some paint, nails, and paper.

Proofread your sentences for spelling and punctuation.



2. Read this paragraph.

Then your teacher will dictate it to you.

Have you ever wanted to climb a mountain? Of course, someone would have to teach you *how* to be a good climber. Climbers must never forget the safety rules. They should care about other people. Others must be able to count on them and turn to them for help.

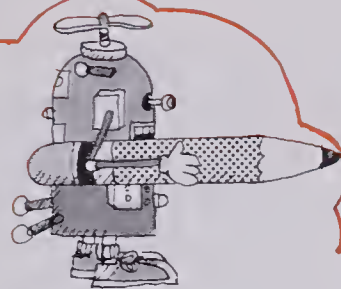
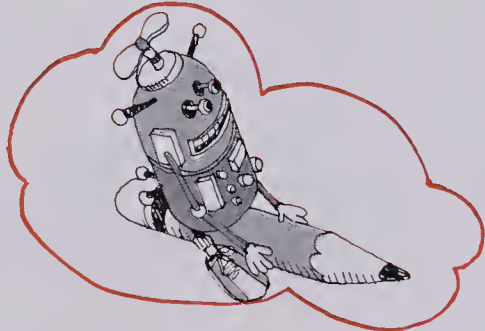
Proofread your paragraph with the book.
Check all punctuation and spelling.

Proofreading

Pupils are constantly being exhorted to "proofread your writing," yet rarely are they provided with practice in proofreading, under teacher supervision. The *Canadian Spelling Program* provides situations in which pupils can practise proofreading.

In order to remove a personal threat, the writing with incorrect spelling is always presented by the "feature character" of each book. In Grade 5, all writing for the proofreading exercises has purportedly been done by "Rotor Robot."

It is important, especially in the beginning, that the teacher help pupils with these exercises. Pupils should be asked first of all to read the writing. If they fail to recognize a word, they should understand that this may be a clue to a misspelling. Most, if not all, of the words used in these writings should be in pupils' reading vocabularies, and a spelling different from what they are used to seeing in reading may interrupt the reading. Pupils then recognize that the interruption is caused by the strange "look" of the word.



4. Finally the weekend arrived and Rotor Robot is off to the provincial park with some friends. Help proofread and correct the mistakes in this note to Rotor's parents.

Mom and Dad,
We're not going to take the trane after all. The Fradin's campur did get fixed. I beleive the problem was in the sleeping part. Anyway, we'll be starting off at four o'clock, driving agenst rush hour traffic. With luck we'll reech the gard at the mane gate of the park by six.
See you soon. Rotor

6. Rotor Robot wrote a story, but mixed up a lot of words. Look carefully at Rotor's story to decide what the right words are. Rewrite the story with the correct spelling.

Their once were to naughty children. Wlon day they through there toys out the window. There mother wood not allow them to go out. So the children counted to for, and then yelled, "What is that noise?" Oh, its that big, blew, harry monster. Its eating our plains and hour stuffed bare.
There mother said, "You stop that! You no there is nothing there except hour cat who is investigating all that new stuff in her yard."

Pupils should examine each misspelled word carefully (as they do with their own misspellings on the pretests). The word should then be written with the correct spelling on the chalkboard and in pupils' exercise books.

Often the exercise directions will instruct pupils to "Proofread Rotor's sentences. Write them correctly in your notebook." The teacher must decide whether all pupils will profit from this type of "copying." For some pupils, it will be beneficial in helping them to "overlearn" the spelling of many often-used words.

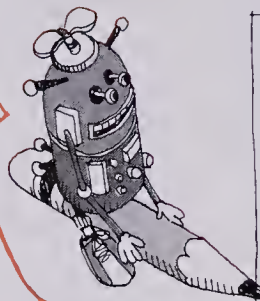
Word Meaning

Many exercises in "Extending Your Spelling Skills" relate to word meaning. The emphasis may be on the meaning of words individually or words in sentences.

The exercises may ask pupils to write a list word that fits the meaning of a sentence, or to put scrambled words in correct sentence order, or to fit a word to its meaning.

Extending Your Spelling Skills

1. Proofread Rotor's sentences.
Write them correctly in your notebook.



1. The pilot of the plane was scared of the lightning.
2. An unidentified robot left in a van with my hamster.
3. It's been months since he had an accident.
4. I found two lizards under our trailer.

Check your sentences for spelling.



5. Replace each underlined word or words with a list word that has a similar meaning.
 1. They stood near the fire.
 2. The ship was broken up in the gale.
 3. His face turned pale when he heard the news.
 4. She put on a witch's costume.
 5. Has somebody taken my pencil?

2. Match these meanings with list words.
(One list word will be used twice — don't be fooled!)

1. a place where travellers can stay
2. a stubborn person
3. coins and paper bills used to buy or sell something
4. having lots to do
5. an animal that looks something like a horse
6. a dark-brown drink



If you're not sure that you have matched a word with the right meaning, check in the *Mini-Dictionary* at the back of this book.

Using the Dictionary

Beginning in Grade 4, lessons in using the dictionary are introduced. These short lessons serve to remind pupils of features of a dictionary that aid them in their writing.

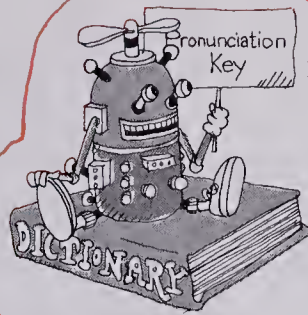
Pupils are reminded what entry words are, how word pronunciations are given, how to use the dictionary for word meaning.

In Grade 5 a pronunciation key and dictionary homographs are introduced.

Of course, these lessons are very short in a spelling book. They in no way constitute a complete program in teaching the dictionary. Teachers will supplement these with many other lessons and opportunities for using the dictionary.

A "Mini-Dictionary" is included at the back of each book in Grades 4-8. Most of the list words are included, and some additional words that are used in specific exercises. Pupils should be encouraged to use the *Mini-Dictionary* to check the meanings of unfamiliar list words, to check pronunciations and syllabication, and so on.

In Grade 5 a chart of *Common Spellings of English Sounds* is included at the back of the book.



hat, age, fâr; let, æqual, term; it, ice hot, open, order; oil, out; cup, put, rule above, takon, pencil, leman, circus
ch, child; ng, long; sh, ship
th, thin; th, then; zh, measure

1. In all dictionaries, all the symbols used in pronunciations are given in a *pronunciation key*. The complete pronunciation key is usually given at the beginning of the dictionary. Look for the pronunciation key for the *Mini-Dictionary* at the back of the book.

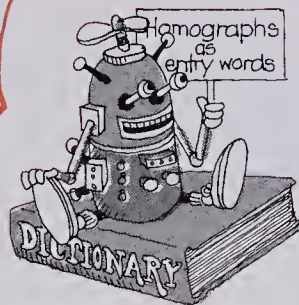
A short pronunciation key, like the one at the left, is given on every page of a dictionary. When you're not sure what a pronunciation symbol stands for, look at the pronunciation key.

Look at the following.

(fâr) (fêr) (fôr)

If you forget what sounds these pronunciation symbols stand for, check the short pronunciation key on the left.

Say the above words. Copy the dictionary pronunciations and then write the words in their regular spelling.



cuff¹ (kuf) 1 the part of the sleeve of a shirt, blouse, etc. that goes around the wrist. 2 the turned-up fold around the bottom of a sleeve or of a trouser leg.

cuff² (kuf) 1 hit with the hand; slap. 2 a slap, usually on the head or face.

gum¹ (gum) 1 a sticky juice of certain trees and plants that hardens in the air and dissolves in water: Gum is used to make glue, drugs, candy, etc. 2 a tree that yields gum. 3 gum prepared for chewing. 4 stick or stick together with gum: The stamp was gummed onto the letter.

gum² (gum) Often, gums, pl. the flesh around the teeth.

1. Look at the dictionary entries on the left. Notice that there are two entries for cuff. These two words are called *homographs*. They have the same spelling, but have different origins and different meanings.

You can identify homographs in the dictionary by small raised numbers after entry words that have the same spelling.

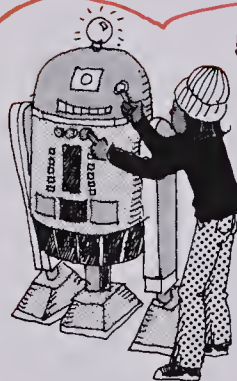
Look at the entries on the left again.

How many entries are there for gum?

Read the sentences below and pay attention to the meaning of gum in each one.

Write the sentence number and the word gum with the small raised number of the entry that covers its meaning. For example: 1. gum¹

1. I don't like to chew stale gum.
2. You should brush your gums as well as your teeth.
3. My gums were bleeding.
4. Look at the gum coming out of that tree.



5. Read these sentences. Find the underlined words in the *Mini-Dictionary* at the back of the book. For each word, write the meaning that fits the sentence.

1. She pushed the buttons to start the machine.
2. The children bought two new fish tanks.
3. The family loved their home in the bush.
4. Jan and Min put a cherry on top of each pudding.

Extending Generalizations

Pupils need to recognize that they can spell many more words than those in the spelling lists.

Exercises in "Extending Your Spelling Skills" help pupils to use spelling generalizations in writing "new" words.

Puzzles and Fun-type Activities

These activities are included to add variety and to extend and enrich pupils' vocabulary and writing skills.

All pupils, including those who spend more time on "Study Helps," should have the opportunity to complete these "fun" activities. Many of them are suitable for group discussion or pupil-team activity.

3. Write as many words as you can that rhyme with these pairs of words.

cage and page

stove and drove

takes and brakes

locks and rocks

mane and plane

where and pear

pail and jail

pen and then

1	2	3	4	5
a	b	c	d	e

6	7	8	9	10
f	g	h	i	j

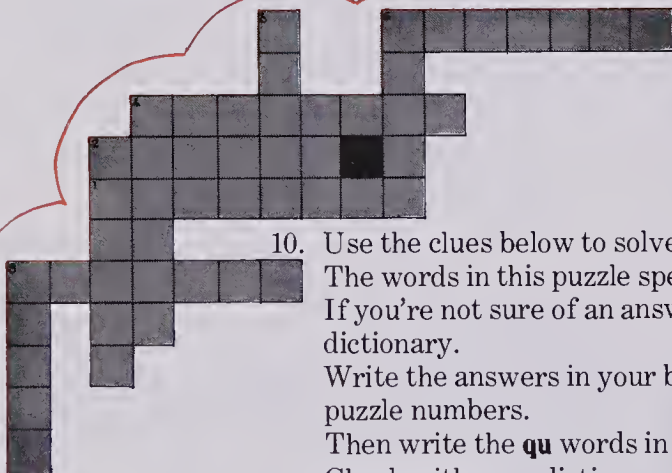
11	12	13	14	15
k	l	m	n	o

16	17	18	19	20
p	q	r	s	t

21	22	23	24	25
u	v	w	x	y

3. Some words in the sentences below are written in a code. Use the number code to write the words.

- Our dog is 19 + 13 + 1 + 18 + 20 because it doesn't 2 + 1 + 18 + 11 during our 1 + 18 + 20 lesson.
- Their 16 + 1 + 18 + 18 + 15 + 20 is red and green and blue.
- We gave the rabbit our 3 + 1 + 18 + 18 + 15 + 20.
- The wall was covered with black 13 + 1 + 18 + 11 + 19.



10. Use the clues below to solve this puzzle. The words in this puzzle spell /kw/ with **qu**. If you're not sure of an answer, look in your dictionary. Write the answers in your book, using the puzzle numbers. Then write the **qu** words in alphabetical order. Check with your dictionary.

Across

1. opposite of answer
2. a sudden rain storm
3. twenty-five cents
4. a small, bushy-tailed animal
6. a fight with words

Down

2. a kind of vegetable
3. fast
4. It has four equal sides.
5. a cover for a bed
6. opposite of a king

5. Rearrange the order of each group of words below to make complete sentences. Write each sentence in your notebook and underline the list words.

BARS THE SHOVED THROUGH GUARD HIS THE ARMS.

PASSED HIS USED AND THAT BRAIN THE PLAYER TEST.

AGAIN TRAIN GAY HAD A WE TIME THE ON.

Unit Test

This is the final step in the instructional sequence — the culmination of the unit. It is a positive reinforcement for pupils who spelled the words correctly on the pretest as well as an accountability measure for pupils who misspelled words and have spent time studying the problem words.

1. The total unit word list should be dictated to *all* pupils regardless of the number of words they had correct on the pretest.
It is recommended that the words be dictated in a different order from the list in the book, which was the order used in the pretest.
2. Pupils should mark their own tests, as in the pretest procedure.
Depending on the maturity and skill of the students, the self-correction can be done by writing a word at a time on the chalkboard, by spelling each word orally, or by having pupils use the word lists in their own books.
3. Teachers should supervise the self-correction closely, not only to ensure that pupils are not overlooking their own errors, but to observe and note the kinds of errors pupils are still making.
This diagnosis helps the teacher to give special help to individual pupils or to create small special-help groups.
4. Pupils should record the unit test score on “My Progress Chart,” in their Spelling Record booklets. (See page 15.)
5. Words misspelled on the unit test should be recorded on the page “My Problem Words” in *My Spelling Record* books or in a special section of the pupil’s notebook. These words become the focus for special study and testing in the *Looking Back* units.

LOOKING BACK

Each sixth unit in the pupil books is a review unit.

1. Review units help pupils to:
 - recall and review the major learnings of the previous five units.
 - reassess their spelling achievement in the previous five units.
 - restudy words that caused special problems in the previous five units.
2. *All* pupils should study the *Looking Back* units, even though some had little difficulty with the words in the regular units. There are two reasons for this recommendation:
 - The regular units require pupils to look at only a few words; for long-term retention of spelling, it is important that pupils work with a longer list periodically.
 - For long-term retention, a skill must be “overlearned”; these *Looking Back* units provide the practice necessary for over-learning.
3. In the *Looking Back* units, pupils are given another opportunity to restudy their problem words. They are reminded again to use the five-step study method with these words.
4. Although no test is specifically called for in the pupil book, many teachers will want to give a review test on the words of the previous five units.

If this plan is followed, it is recommended that the teacher choose only a representative sampling of the words from the units. It is unwise to subject young children to a test of fifty or sixty words.
5. Review tests should be used as achievement reinforcement for the students and as diagnostic tools for the teacher.

Teachers will likely want to correct this review test themselves, to see exactly where individual pupils continue to have problems. Such problem areas should be treated immediately with reteaching and extra practice. This will again reassure pupils that tests serve as learning experiences rather than threatening ones.

Special Units

In Grade 5, four special units are included:

Mathematics Words

Science Words

Geography Words

Social Studies Words

These units can be completed at any time. They may be completed independently by students individually or in pairs. They may serve as models for collecting and studying words that relate to particular topics or curriculum areas.

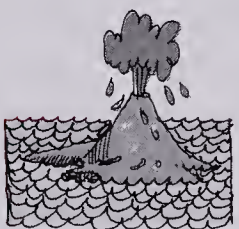
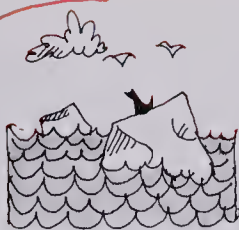
Many teachers have helped pupils to become conscious of words in all subject areas (and the importance of learning to spell them correctly) by encouraging pupils to keep special notebooks with sections designated as Math Words, Social Studies Words, Science Words, Fun Words, and so on. Pupils then use these notebooks not only as references for spelling but as a sort of "Thesaurus" to find words they need to use in their writing.



5. Change the underlined words below to list words. Write the completed sentences in your notebook.

- Toronto has a (populate) of over two million people.
- (Communicate) was difficult because there was so much noise we couldn't hear each other.
- The members of parliament just passed important (legislate) that will lower the sales tax.
- (Immigrate) laws help people from other countries come to Canada to live.

Geography Words

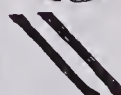
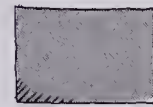
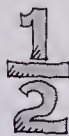
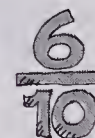
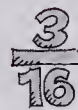


volcano	equator	territory	region
glacier	horizon	peninsula	precipitation
plateau	ocean	expedition	minerals
prairie	continent	province	vegetation

1. Write the list words that complete these sentences:

- A _____ is a huge mass of ice.
- Newfoundland is a _____ of Canada.
- Coal and salt are _____.
- An _____ is a large body of water.
- _____ is another word for rain and snow.
- Steam, ashes, and red-hot rocks poured out of the _____.
- Thousands of buffalo used to live on the Canadian _____.
- North America is a _____.
- The kinds of plants that grow on the earth are called _____.
- Would you like to go on an _____ to the North Pole?
- It is very hot at the _____.
- The line where the earth seems to meet the sky is called the _____.
- A piece of land that extends far out into a lake or an ocean is called a _____.
- The Arctic _____ has very long days in the summer.
- The Yukon _____ is a part of Canada, but it is not a province.
- A _____ is a large, flat area of land in the mountains.

5. Copy each symbol and write a list word that might be used with it.



SCOPE AND SEQUENCE CHART

- Concept taught
- ✕ Review
- Informal Treatment

Phoneme-Grapheme Relationships	Units																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
/a/ a	■																																				
/ā/ a-e, ai, ay	■																																				
/ār/ air	■																																				
Consonant blends	■																																				
/e/ e		■																																			
/ē/ ea, ee		■																																			
/i/ i			■																																		
/ī/ i-e			■																																		
/ē/ ie			■																																		
/n/ kn			■																																		
/o/ o				■																																	
/ō/ oa, o-e				■																																	
/u/ u					■																																
/ū/ u-e, ew, u					■																																
/ü/ ew, ue					■																																
/k/ c, ck, k					■																																
/ch/ ture					■																																
/ār/ ar						■																															
/e/ y							■																														
/ēr/ er							■																														
/i/ i								■																													
/s/ ss, s, c								■																													
/z/ s, z								■																													
Double Consonants									■																												
/ôr/ ore, or									■																												
/ēr/ ur										■																											
/zh/ s											■																										
/sh/ t												■																									
/ār/ arr, are													■																								
/f/ gh														■																							
/e/ ea															■																						
/ō/ o, ow																■																					
/ī/ igh																	■																				
/d/ ed																		■																			
/t/ ed																			■																		
/ed/ ed																				■																	
/ə/ schwa																					■																
/j/ j, g																						■															
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/ou/ ow, ou																								■													
/ē/ ey, y																									■												
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[illegible]

THE TEACHER'S EDITION

A Teacher's Edition is provided for each pupil book in *The Canadian Spelling Program*.

The Teacher's Edition contains

- an overview of the program in the Introduction.
- reduced pupil pages with answers to the exercises. The answers are in a second color for the teacher's convenience.
- a statement of the general and particular objectives for each unit.
- a variety of general and specific teaching suggestions for each unit.

These teaching suggestions are not intended to be exhaustive; they are included as *suggestions* or as *extra information* to be used by the teacher in planning teaching strategy.

Unit 1

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the following vowel sounds /a/, /ā/.
- To hear and identify the vowel + r sound /ār/ as in air.
- To relate these sounds to their common spelling patterns: /a/ — a; /ā/ — ay, ai, a — consonant — e; /ār/ — air.
- To review the concepts contraction, apostrophe and consonant blend.

Pretest

For general information concerning the pretest, see page 13 of the Introduction. See also pages 14-15 for suggestions concerning record forms that you may wish pupils to use.

Make certain pupils understand that the pretest is simply an activity or test to help them identify the words they already know how to spell, and the words which they will need to study. It is essential to reassure them constantly that no penalty or stigma will be attached to the results of the test. Tell pupils to do their best and that you do not expect that they will know how to spell every word.

Explain to the class that during the pretest you will dictate a word, use it in a sentence, and then repeat the word. Ask pupils to listen very carefully and to wait until you have pronounced the word for the second time before they begin

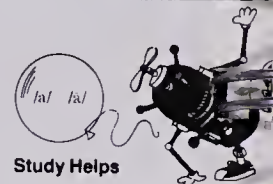
34

1

band
bank
stand
lay
pay
cast
base
gate
trap
track
main
mail
fair
pair
that's
stayed

Pretest

How many words did you spell correctly? Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.



Study Helps

1. Listen for the vowel sound a as in band. Underline the a in the words in this list. That man had to stand at the back of the line. What letter is used to spell a? Write the list words in which you hear the sound a.
2. Listen for the vowel sound ā as in pay. Underline the ā in the words in this list. Please take your money out of your pocket. What three letter combinations are used to spell ā? Write the list words in which you hear the sound ā. In each word, circle the letters that form the sound ā.
3. Listen for the vowel + r sound ār as in air. Underline the ār in the words in this list. That rocking chair by the stairs is very comfortable. This special sound combination is used to spell ār. What letter combination is used to spell ār? Write the list words in which you hear the sound ār.
4. One list word is formed from two words by contraction. Notice the apostrophe in the word. Circle the letter that was left out to contract two words into one. Write the contraction and the two words it was formed from. What letter combination is used to spell the contraction?

to write. Stress the importance of listening carefully to the sequence of sounds in each word and of thinking about which letter(s) spells each sound. Encourage them to say each word to themselves as they write.

Sentences for the pretest procedure are given for your convenience.

Dictation

The band played a lively march. We sat on the river bank and fished.

Stand up straight!
I lay down for a rest.

Pay me the money I owe you.
He had his foot in the door.
Tom is a good baseball player.
The gate swung open.
The rabbit was very fast.
We like to jump over the fence.
This is the main street.
Would you mail the letter?
She has long fair hair.
I need a new pair of shoes.
That's my house on the corner.
My cousin stayed over last week.

As soon as the dictation was over, the teacher asked the pupils to find errors in spelling and to correct them.

The success of a program is dependent on the teacher's knowledge, individual teaching style, and enthusiasm in presenting that program to the students.

How to Study Your Words

You will already know how to spell some of the words in this book, but there might be some words that are hard for you. You will have to study these words carefully.

When you need to study a word, use these steps:

1. **Look** at the word, letter by letter, from beginning to end.
2. **Say** the word to yourself and listen carefully to the sounds.
3. **Cover** the word.
4. **Write** the word.
5. **Check** the spelling, letter by letter, with the word in the list.

If you make a mistake, notice where it is.

Did you leave out or add a letter? Was your pronunciation of the word clear? Did you misspell a part that has a regular or irregular spelling? Was your handwriting neat and clear?

Now do all the steps over again with the same word.

Symbols

Look at these symbols: /a/ /ē/ /ä/+/r/ /k/. Symbols like these will be used in every unit. These symbols stand for sounds. For example, the symbol /a/ stands for the vowel sound you hear at the beginning of the word **apple**.

The vowel sound /a/ is spelled with the letter a.

Read the whole of page 5 with the pupils. Tell them that they should refer to the steps in "How to Study a Word" whenever they want to learn and to remember the spelling of a word.

Be particularly careful and thorough in the explanation of the sound symbol (/ /) that will be used throughout this book. Try to ensure that pupils understand that the symbol /e/, for example, always stands for the same *spoken sound*, although it may be represented by different *written letters*, such as **e**, as in bed, or **ea**, as in bread.

Unit 1

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the following vowel sounds /a/, /ā/.
- To hear and identify the vowel + r sound /ār/ as in air.
- To relate these sounds to their common spelling patterns: /a/ — a; /ā/ — ay, ai, a — consonant — e; /ār/ — air.
- To review the concepts *contraction*, *apostrophe* and *consonant blend*.

Pretest

For general information concerning the pretest, see page 13 of the Introduction. See also pages 14-15 for suggestions concerning record forms that you may wish pupils to use.

Make certain pupils understand that the pretest is simply an activity or test to help them identify the words they already know how to spell, and the words which they will need to study. It is essential to reassure them constantly that no penalty or stigma will be attached to the results of the test. Tell pupils to do their best and that you do not expect that they will know how to spell every word.

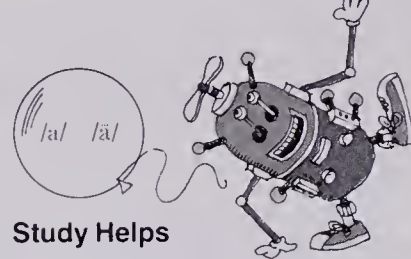
Explain to the class that during the pretest you will dictate a word, use it in a sentence, and then repeat the word. Ask pupils to listen very carefully and to wait until you have pronounced the word for the second time before they begin

1

band
bank
stand
lay
pay
cast
base
gate
trap
track
main
mail
fair
pair
that's
stayed

Pretest

How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.



Study Helps

1. Listen for the vowel sound /a/ as you say the underlined words in this sentence.

That man had to stand at the back of the line.



What letter is used to spell /a/? a
Write the list words in which you hear /a/. band bank stand cast trap track

2. Listen for the vowel sound /ā/ as you say the underlined words in this sentence.

Please take your money and pay at the main gate.

What three letter combinations are used to spell /ā/? ay, ai, a
Write the list words in which you hear /ā/.
In each word, circle the letters that spell /ā/.

3. Listen for the vowel + r sound as you say the underlined words in this sentence.

That rocking chair by the stairs is mine.

This special sound combination is shown as /ār/.

What letter combination is used to spell /ār/? air

Write the list words in which you hear this sound. fair pair

4. One list word is formed from two words and is called a contraction. Notice the apostrophe (') used in place of a letter that was left out to contract (or shrink) these two words into one.

Write the contraction and the two words from which it was formed. What letter does the apostrophe replace? that's the house

to write. Stress the importance of listening carefully to the sequence of sounds in each word and of thinking about which letter(s) spells each sound. Encourage them to say each word to themselves as they write.

Sentences for the pretest procedure are given for your convenience.

Dictation

The band played a lively march.
We sat on the river bank and fished.

Stand up straight!
I lay down for a rest.

Pay me the money you owe me.
He had his foot in a plaster cast.
Tom is a good base runner.
The gate swung open silently.
The rabbit was caught in a trap.
We like to jog around the track.
This is the main street of the town.
Would you mail this letter?
She has long fair hair.
I need a new pair of shoes.
That's my house over there.
My cousin stayed with us for a week.

As soon as you have completed the dictation, have pupils look over the words they wrote to try to find errors in spelling or handwriting.

5. Write the list words in which you hear:

- a final /t/ cast gate
- a final /p/ trap
- a final /k/ bank track

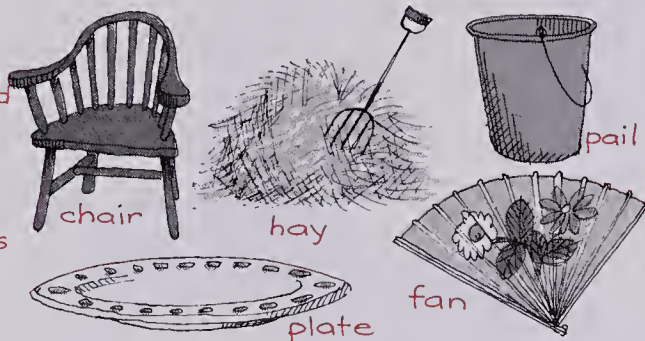
6. Two or more consonant sounds pronounced together in a word are called a *blend*. For example, the *st* in stop and the *nd* in hand are consonant blends. But, *ck* in track and *th* in that's are *not* consonant blends because they represent only *one sound*.

Write seven list words that have consonant blends. In each word, underline the consonant blend.

7. Say and write each picture word. In each word, underline the letters that spell the vowel sound.

band trap
bank track
stand stayed
cast

chair—pair fair
lay—lay pay stayed
pail—mail main
plate—gate base
an—stand band
bank trap
track that's
cast

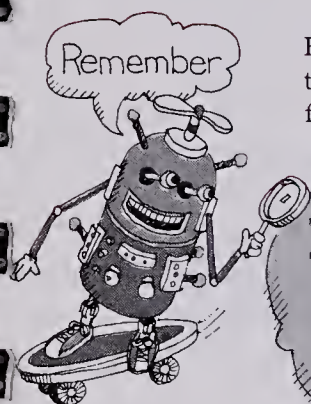


Beside each picture word, write list words that have the same vowel sound and the same spelling pattern for that sound. For example,

chair—pair

The vowel sound /a/ is usually spelled with the letter a.
The vowel sound /ā/ can be spelled with:

- ay as in lay
- ai as in main
- a-consonant-e as in gate



7

Study Helps

The first five units concentrate on a review of the five basic short and long vowels.

As a preliminary, read with the pupils "How to Study Your Words" on page 5. Discuss the method thoroughly.

Although the exercises in the Study Helps section are designed primarily for pupils who had difficulties on the pretest, it is advisable to have all pupils complete the exercises for the first six units. This approach will familiarize pupils with symbols, vocabulary, and exercise patterns that will be used throughout the book; thus they will be able to work more independently later.

Establish the distinction between vowel *sound* and vowel *letter* and consonant *sound* and consonant *letter*. Refer to the explanation on page 5.

Remind pupils that the symbol / / will always represent a sound or sounds.

Exercise 1: If you find pupils with doubts, use more words to ensure that they can identify the sound and link it with the symbol /a/ and the spelling a. Use words that involve the interests of pupils such as stamp, map, saddle, tack, paddle, etc.

Have pupils check their own work. (See the Introduction for the rationale for this procedure.) Write each word on the chalkboard and say it. Have pupils check by making a careful comparison of the word they wrote with the one on the chalkboard.

Write one word at a time and erase it before you proceed to the next word. Some pupils may need personal assistance in checking their words and examining their errors.

Take time to assist pupils in recording their pretest results on the suggested forms, or in a similar manner in a section of each pupil's notebook. (For detailed suggestions, please refer to the following sections of the Introduction: "Record of Spelling Errors," "How to Use the Personal Spelling Record" and "Record of Spelling Progress" pages 13-15.)

Exercise 2: Draw pupils' attention to the variety of ways in which /ā/ is spelled. Tell them to look out for the vowel—consonant—e pattern in the future. Establish that **ai** and **ay** are alternative forms of the same spelling pattern. Use a collection of words such as:

ray raid
play plain
may main

Develop the generalization that in base words ending in /ā/, the spelling is generally **ay**, but when a consonant follows, it is **ai**.

Exercise 3: This exercise introduces the general spelling pattern vowel + r and a new diacritical mark — the tilde (~).

Pupils should learn to associate the symbol /ār/ for the sound they make for **air**. The number of words involved is quite small; the more common are: air, hair, stair, chair, flair.

Exercise 4: Review the term *contractions*. Pupils who tend to omit the apostrophe in contractions must be made aware of the necessity for its inclusion.

Exercise 5: Explain, if necessary, the terms *initial*, *medial* and *final*, to save time when referring to sounds (or syllables) in various positions in a word.

Exercise 6: Check the results of this exercise to make sure that pupils are quite familiar with the term and concept *blend*.

If there are any pupils who are uncertain, use the following procedures:

1. Use contrasting pairs of words: rip/trip, lap/clap. Have pupils

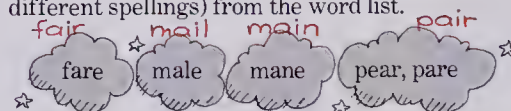


Extending Your Spelling Skills

1. Choose three list words in which you hear the vowel sound /a/. Use all three words in one sentence. Choose three list words in which you hear consonant blends. Use all three words in one sentence. *Individual responses*
2. Write a short story beginning with: "Last year, when our dog ran away from home, I think she stayed ..."
Try to use some of the list words in your story. *Individual responses*
3. Use the vowel sounds and the meaning of each sentence to help find words for the blanks in the following sentences. Write the completed sentences in your notebook.
"An apple (/a/) a day (/ā/) keeps the doctor away (/ā/)."
I knew the way (/ā/) to my aunt's place (/ā/) by bus and by train (/ā/).
I ripped my new pair (/ār/) of pants (/a/) when I was playing (/ā/) outside.
4. Unscramble the letters and write nine contractions in your notebook.

she' he's ew'er we're the'evy they've
tin'dd didn't sit' it's 'oudy you'd
'tanc can't hat'ts that's dew' we'd

5. Match these words with *homophones* (words that sound the same but have different meanings and different spellings) from the word list.



Write sentences to show the meanings of *all* the homophones. *Individual responses*

Extending Your Spelling Skills

Exercise 1: Encourage pupils to be inventive and interesting when they write their own sentences. Use this opportunity to stress the necessity for correct spelling, capitalization, punctuation, and handwriting in their written communications.

Pupils should share their completed sentences with each other.

repeat the pairs of words after you. Identify first the *initial consonant* and how it is spelled; then tell pupils to listen to the second sound and to suggest the letter that would spell the second sound.

2. Repeat the process for final blends using such pairs as feel/field, shell/shelf, etc.

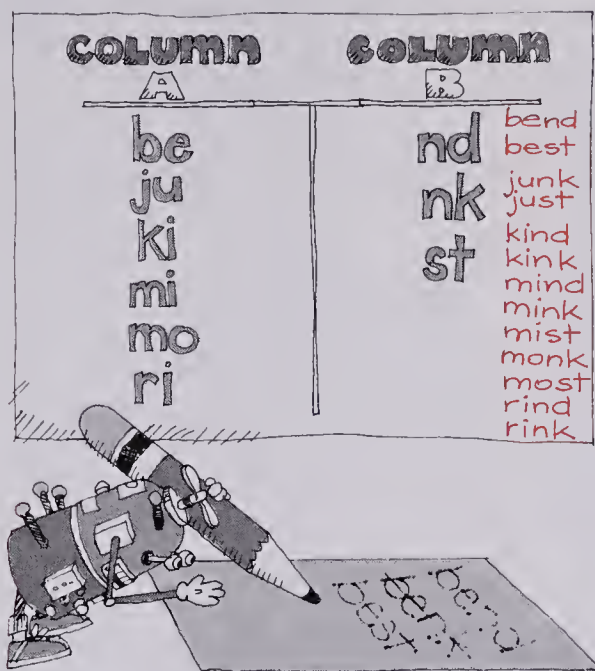
Remember:

Encourage pupils to form their own generalizations about the spelling of /a/ and /ā/ and then to check with the book.

Some possible responses:

hair lair air
chair flair despair
stair repair fair

6. Make your own list of words in which the sound /āṛ/ is spelled with the letter combination air.
7. Help Rotor Robot write words by joining the letters in column A to those in column B.



Read the words you wrote to a partner.

Unit Test

How many words did you spell correctly?

Record your score on your chart.

If you misspelled a word, be sure to write it in your problem word list.

9

Exercise 6: Rather than have all pupils keep individual lists of /āṛ/—**air** words, you might prefer to compile a class chart, to be kept in the Spelling Centre.

Exercise 7: Have pupils compare their individual lists. Discuss with pupils the strange effect **-nd** has on some vowels: compare for instance, the vowel sound in mind, kind, rind, with kink and mist. Note also the word monk.

Unit Test

Dictate the entire list of sixteen words to all pupils regardless of the number of errors made by each individual on the pretest. The order of words should be changed from that of the original list. (It is not necessary to use each word in a sentence, except for homophones, since pupils will be familiar with these words now that they have studied them.)

Ask pupils to write their words in a column in order to facilitate visual perception and self-correction.

Have each pupil check his/her own test. Use the same procedure you use in conducting the pretest self-correction.

Help pupils to record their final results.

Exercise 2: In any exercise involving writing, stress quality rather than quantity. Sometimes a brief oral discussion helps to get ideas flowing.

Encourage pupils to proofread their own writing and to use a dictionary or other sources to check the spelling of words they are unsure of.

Share completed stories by having pupils read them aloud or by having them read each other's work silently. The best stories could be collected into a book.

Exercise 3: Complete the first sentence with the whole group. With a few pupils, you may have to complete all the sentences in an oral situation before they write.

Exercise 4: It might be necessary to conduct a co-operative activity with some of the pupils. Have them write the letters and the apostrophe on small squares of paper, and try various arrangements until they produce a recognizable contraction.

Unit 2

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the following vowel sounds /e/, /ē/.
- To relate these sounds to their common spelling patterns: /e/ — e; /ē/ — ee, ea.
- To review the concepts *rhyme*, *sound symbols*, and *dictionary pronunciation symbols*.

Pretest

Remind pupils that the pretest is intended to show them which words they already know how to spell and which words they have to learn to spell. Reassure them again that no penalty or stigma will be attached to their results in this test. Tell them again to do their best and that you do not expect them to know how to spell every word.

Dictation

Send Lucy to the store for bread.
Will you sell me your watch?
Did you forget my birthday?
An airplane can travel at great speed.

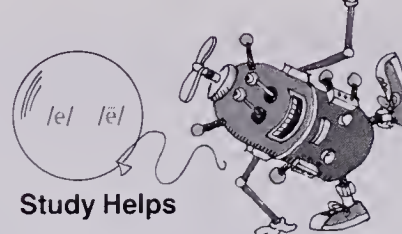
I could hear the bees buzzing.
The beam from the flashlight dazzled my eyes.
Green beans are good to eat.
The neck of my shirt is too tight.
The giant took a huge step.
It seemed to be made of gold.
I hope this fish is fresh.
This chair has a broken seat.
You can find out at the information desk.

2

send
sell
forget
speed
bees
beam
beans
neck
step
seemed
fresh
seat
desk
legs
their
there

Pretest

How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.



Study Helps

1. Listen for the vowel sound /e/ as you say the words in this sentence.

Ted met ten men selling eggs.

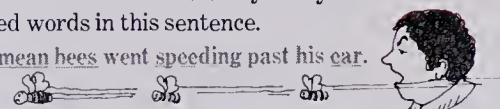
What letter is used to spell /e/? e

Write the list words in which you hear /e/.

send sell
neck forget
step fresh
desk legs

2. Listen for the vowel sound /ē/ as you say the underlined words in this sentence.

Three mean bees went speeding past his car.



What two letter combinations are used to spell /ē/? ee ea

Draw two columns in your notebook, one for each of these letter combinations.

Find the list words in which you hear /ē/. Notice how /ē/ is spelled in each one.

Write each word in the right column.

/ē/-ee /ē/-ea
speed beams
bees beans
seemed seat

3. Write the /ār/ word that means *in that place*. there
Write the /ār/ word that means *belonging to them*. their

Use both words in one sentence to show the difference in their meanings. Individual responses

4. Write rhyming pairs by matching the words below with list words.

Don't forget, words that rhyme end with the same sounds, but these sounds may be spelled in different ways. For example, peel — seal

speed	beam	legs	seat
bead	cream	eggs	meet
dreamed	scare	freeze	in debt
seemed	there	bees	forget
	their		

Study Helps

Exercise 1: If you encounter pupils who confuse /a/ and /e/ in their speech, have them say a few pairs of words in which the sounds are contrasted (sat/set, man/men, lad/led, pack/peck, etc.), until they are aware of the difference in sound. Next write the /a/ words in a column on the chalkboard and have pupils say each word as you write it. Then ask pupils to say the corresponding /e/ words and write those words beside the /a/ words. Ask them what change is made in

5. Symbols are used to show *sounds represented by letters*. For example: /e/ = e in bed
/ē/ = ee in bees

Symbols can also be used to show the *pronunciation of whole words*. These pronunciations are found in round brackets () in this book and in dictionaries.

For example: dictionary pronunciation symbols —(bēz)
regular spelling —bees

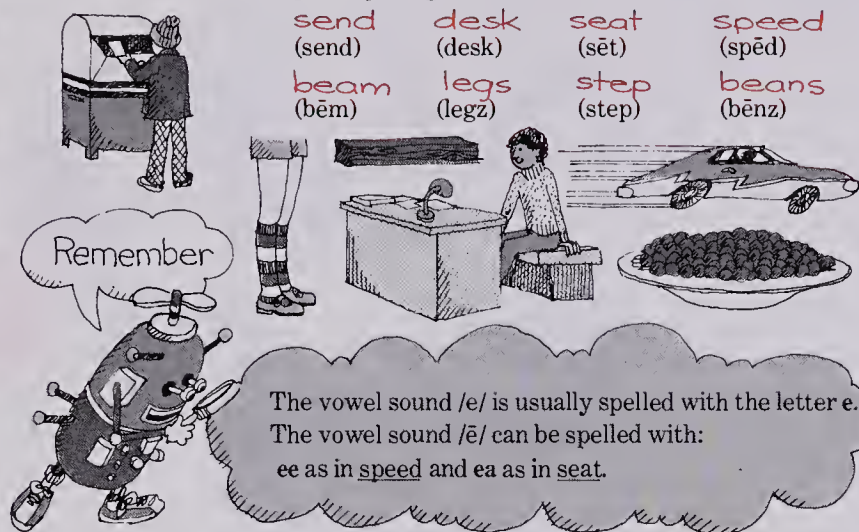
Notice that each symbol in the dictionary pronunciation represents just one sound. In regular spelling, however, one sound may be represented by more than one letter.

/b/ /ē/ /z/ —(bēz) = bees

Notice that some of the symbols in a dictionary pronunciation are the same as the letters used in regular spelling, and some are different.

The pronunciations of some list words are given below. Say each word. Then write each word in its regular spelling.

send (send)	desk (desk)	seat (sēt)	speed (spēd)
beam (bēm)	legs (legz)	step (step)	beans (bēnz)



Remember

The vowel sound /e/ is usually spelled with the letter e.
The vowel sound /ē/ can be spelled with:
ee as in speed and ea as in seat.

11

the spelling. The precise pronunciation of each vowel sound is not as important as the difference between them and pupils' awareness of this difference in their speech. Once the sounds are contrasted and recognized, they can be linked to the appropriate spelling patterns.

Exercise 2: The two spelling patterns **ee** and **ea** are the ones most frequently used to spell /ē/. Luckily the number of homophones is much smaller than those involving /ā/. Nevertheless, pupils must be made aware of the possibility of homophones. Because of the almost equal frequency of the **ee** and **ea** spellings, pupils should be urged to note carefully which pattern is used in the /ē/ words they encounter.

Exercise 3: With pupils who have difficulty remembering which of these words to use in which position in a sentence, use contrasting word patterns drawn from the pupils' sentences:

Their house is over there.

There goes their dog.

Draw pupils' attention to the *their + noun* pattern; help them reach the generalization that we always say "their something."

You might also associate here and there as direction words.

Exercise 4: Tell pupils to say the words aloud and to listen for the matching sounds.

Exercise 5: This exercise should be conducted orally with the whole class. Note that the convention adopted in this spelling program is to indicate individual sounds or sound groups by slash marks / / and the pronunciation of complete words by round brackets (), (to be consistent with dictionary form). Check thoroughly to determine whether *all* pupils understand completely and in depth the distinction between sounds and the letters that represent them.

Ask pupils to identify the words in which spelling and pronunciation symbols are identical and those in which they differ. Explore how and why the two sets of words and symbols differ and try to arrive at an awareness of the discrepancy between the number of sounds in the language and the number of letters available to represent them.

Extending Your Spelling Skills

Exercise 1: Encourage originality and liveliness in the sentences so that the pupils themselves are dissatisfied with the obvious solution, "The bees stung their legs." If pupils have difficulty in expanding their sentences, suggest that they use the classic journalistic formula: "who, what, when, where, why, and for whose benefit?"

Exercise 2: Pupils need to pay attention to the instructions in this exercise. Note that the blank in the word represents a missing vowel sound, that may be spelled by one or two letters. You might suggest that pupils read the sentences aloud before trying to figure out each word. Pupils will discover that words can be read easily with consonants only. The writing then will be easy.

Exercise 3: Again, the instructions are important. Although some pupils will be able to complete the puzzles with no difficulty, others might need help with the last two puzzles. Help pupils verbalize the problem in such terms as "We need a four letter word and a five letter word both ending in s that we haven't yet used."



Extending Your Spelling Skills

1. Use each group of words in one sentence. *Individual responses*

bees	their	legs
sell	there	fresh
seemed	forget	neck

Proofread your sentences for handwriting, punctuation and spelling.

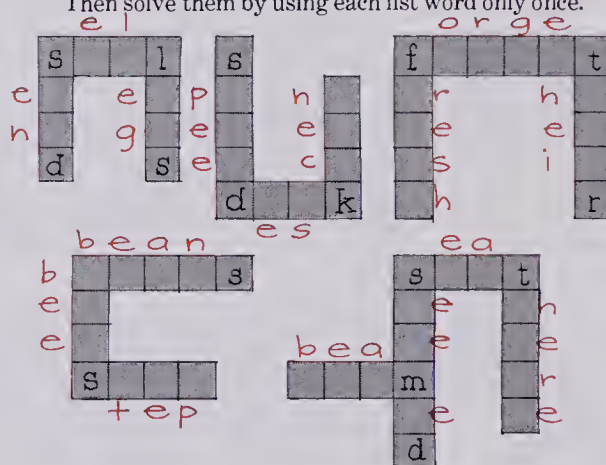
2. Complete these sentences in your notebook. Each blank stands for a vowel sound that may be spelled with one or two letters.

Then men went speeding past in their cars.

The teachers seemed to forget to send them back to their desks.

He got three beestings on his neck and seven on his legs.

3. Copy these puzzles in your notebook. Then solve them by using each list word only once.



12

Exercise 4: Note that blends may be substituted for the single initial consonant.

You may wish to have pupils write all the words that they can recall as they are completing the exercise. On the other hand, you might want to suggest to them that they work systematically through the alphabet substituting all the letters and blends, checking the dictionary in the case of doubtful words.

Exercise 5: This exercise can serve as a useful diagnostic instrument since it raises the problem of irregular past forms, a problem that may need discussion. (Do you say speeded or sped? Both forms are given by Canadian dictionaries.)

Some possible responses:

ell legs neck seat
bell begs deck beat
dell kegs fleck feat
fell pegs peck heat
ell meat
well heat

4. Write new words by changing only the *first* letter in each of these words:

send sell legs neck seat

For example:

send — bend, blend, fend, lend, mend, tend

sell-sells selling
step-steps stepping
stepped
speed-speeds speeding
speeded
beam-beams beaming
beamed
seem-seems seeming
seemed

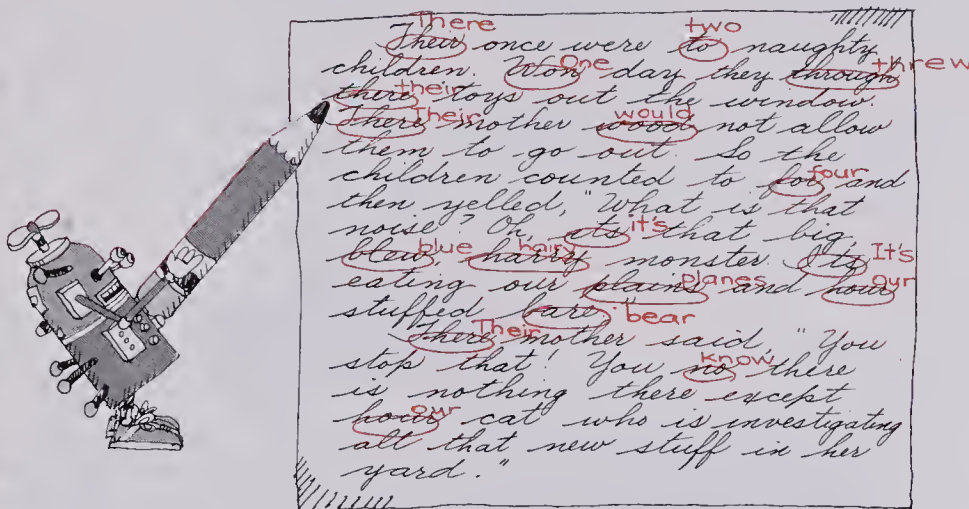
5. Write new words by adding endings to each of these words:

send sell step speed beam seem

For example:

send — sends, sending

6. Rotor Robot wrote a story, but mixed up a lot of words. Look carefully at Rotor's story to decide what the right words are. Rewrite the story with the correct spelling.



Unit Test

How many words did you spell correctly?
Mark your chart.

13

Unit Test

Tell pupils to listen very carefully as you dictate each word and to say the word softly to themselves as they write it.

Self-correction should be done on a word-by-word basis as you write each word on the chalkboard. Some pupils will continue to need supervision and assistance in checking their own work and in recording their results. Have pupils compare their results on this test with those on the pretest.

If some pupils have the same error(s) on both tests, provide special help with the particular word(s). Try to determine whether the error has persisted because of (a) faulty or careless pronunciation; (b) inability to hear and discriminate the sequence of sounds; (c) lack of knowledge of a sound-symbol relationship; or (d) failure to study the word.

Exercise 6: Review the Introduction for the purpose of proof-reading exercises. The importance of developing the pupils' proof-reading ability is so great that this exercise should be thoroughly studied by the whole class.

Read the story through to get the sense. Ask pupils to identify the spelling mistakes, explain why each one is wrong, and give the correct spelling. It might be interesting and enlightening to ask pupils how they decided which

words were wrong. Since all the mistakes are homophones, they cannot decide that the words *sound* wrong. The most probable clues will be the look of the word and their own knowledge of the relationship between meaning and spelling. You may have to remind pupils that an omitted apostrophe is a spelling mistake.

When pupils have written out the story with corrected spelling, remind them to check their work for errors in copying.

Unit 3

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and discriminate the vowel sounds /i/, /ī/.
- To relate the vowel sounds /i/ and /ī/ to their common spelling patterns /i/ — i; /ī/ — i — c — e (i — c — e = i — consonant — e).
- To relate the vowel sound /ē/ to the spelling pattern ie as in piece.
- To relate the consonant sound /k/ to the spelling pattern ck.
- To recognize the consonant sound /k/ in the combinations /ks/ spelled x as in fix, and /kw/ spelled qu as in quit.

Pretest

Continue to reassure the pupils that the pretest results carry no penalty but are intended to help them in their studies.

Dictation

Can you fix this broken toy?
Your flat tire is fixed now.
A baby goat is called a kid.
What size of shoe do you wear?
We like to slide on the ice.
The magician performed a clever trick.
Do not play tricks on me.
I believed that he spoke the truth.
Our team will easily win the game.
Maria is Johan's wife.
Be careful, that knife is sharp.
You weren't telling me the truth.
It will soon be time to quit work.

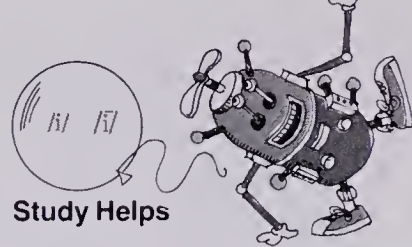
3

fix
fixed
kid
size
slide
trick
tricks
believed
win
wife
knife
weren't
quit
fifth
piece
believe

Pretest

How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.

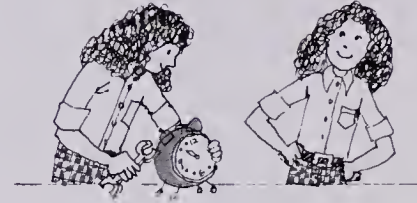
14



Study Helps

1. Listen for the vowel sound /i/ as you say the underlined words in this sentence.

The twin has the skill to fix it in minutes.

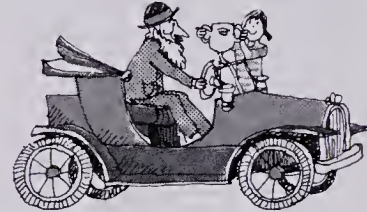


What letter is used to spell /i/? i

Write the list words in which you hear /i/.

2. Listen for the vowel sound /ī/ as you say the underlined words in this sentence.

The wise old driver got a prize for his smile.



What letter combination is used to spell /ī/? i-e
Write the list words in which you hear /ī/. size slide wife knife

3. Write three list words in which you hear the vowel sound /ē/. believed piece believe
Underline the letter combination used to spell /ē/ in each word.

Study Helps

Exercise 1: Make sure pupils say the sentence aloud. Check for accuracy of pronunciation.

Note that believed has /i/ in the first unstressed syllable. Congratulate pupils who include this list word, but do not insist that all pupils write it as an example of /i/.

I am fifth in line.
Would you like a piece of cake?
Can you believe that story?

Remind pupils to proofread their words before they begin checking them.

Check the pretest with pupils and help them to record the results.

4. What is the first sound in these picture words?



Notice that /n/ is spelled with the letter combination **kn**

Write a list word that follows the same spelling pattern. **knife**

5. Write the list word that is a contraction. **weren't**
Write the two words from which it was formed. **were not**

6. Write six list words in which you can hear /k/. **fix, fixed**
Circle the letters that spell /k/ in these words. **fix, fixed, tricks, quit**

Did you write **fix, fixed, quit**?

What two sounds does the letter **x** represent? **/ks/**

What two sounds do the letters **qu** represent? **/kw/**

7. The vowel sound symbol after each blank is a clue to the list word that belongs in the blank.

Write the complete sentences. **Some examples:**

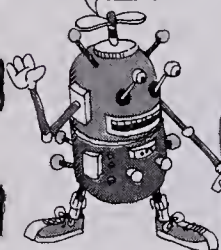
Look at the **size** (/i/) of that **knife** (/i/).

I **quit** (/i/) eating after my **fifth** (/i/) **piece** (/ē/) of cake.

His **wife** (/i/) **fixed** (/i/) the broken toy.

If we **fix** (/i/) the **slide** (/i/), we can **win** (/i/) the **knife** (/i/).

Remember



The vowel sound /i/ is usually spelled with the letter **i** as in **fix**.

The vowel sound /i/ can be spelled with **i-consonant-e** as in **size**.

15

Exercise 2: Again, have pupils say the sentence aloud.

When you are checking the exercise, remind pupils that **fixed** is not an example of **i-consonant-e** spelling, but rather of the **-ed** ending.

Exercise 3: Ask pupils for the other two digraphs that spell /ē/.

The **ie** spelling of /ē/ is the least common of the three digraphs but occurs in many high-utility words; for example: **brief, chief, thief, field, niece, priest, shriek**, etc.

Exercise 4: Make sure pupils correctly identify the pictures. The **kn** spelling of /n/ has few examples, but most occur frequently so that pupils must note carefully this apparently strange spelling. If you have German-speaking pupils they can readily demonstrate that the letter **k** is still pronounced in the combination **kn** (**knight-knecht**).

Exercise 6: This exercise could be used to emphasize the difference between a *letter* and a *sound*. Develop with pupils the uniqueness of **x**, a single letter representing the blend /ks/. The letters **qu** replaced the Old English spelling **cw** for the blend /kw/ by the end of the 13th century, under the influence of Latin. Since then it has been the regular spelling for this sound whether the word be derived from Latin, French or Old English.

Exercise 7: Make sure that pupils read and understand the instructions. Suggest that they read through all the sentences before they try to fit in any words; then fit in suitable words. Note that the last sentence can be completed in various ways.

Extending Your Spelling Skills

Exercise 1: There are eight dictionary lessons in this program. Because the use of a dictionary is such an integral part of all language activities — listening, reading, writing and speaking — it is considered advisable to include some lessons on its use in these spelling programs. How much more work will have to be done will depend on the pupils' level of language ability.

This exercise presupposes that pupils are familiar with the rules of alphabetizing. If they are not, then they must be taught. The essential steps are:

- 1. a knowledge of the order of letters in the alphabet;
- 2. words to be alphabetized are placed in order corresponding to the order of their initial letters in the alphabet;
- 3. if the first and second (or more) letters are the same, then the order is determined by the order of the next different letters.

Go over this exercise carefully with pupils if only to discover their level of dictionary skills, information that will guide future planning for this topic.

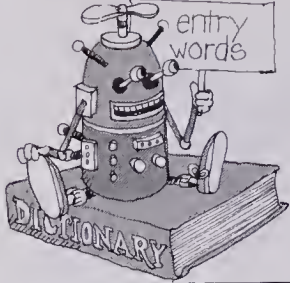
Encourage pupils to think rationally and systematically when they come to the exercise. Help them to develop generalizations and conclusions such as:

- (i) the entry words begin with the same two letters **fi**;
- (ii) this condition eliminates all words not having **i** as the second letter (fair, future, fresh);
- (iii) the third letter must come between **t** and **x** inclusive;
- (iv) by this condition all words with the third letter coming before **r** or after **x** must be eliminated (fish, finish).

The remaining words satisfy the necessary conditions.

The exercise could be extended by presenting words like five and fixture that involve a consideration of the fourth letter.

Exercise 2: This is the first example of an exercise that will also appear in later units. Make sure that pupils understand the instructions. You may find it necessary to help pupils find two or three sentences before leaving them to work individually. Remind them that sentences may be either questions or statements.



first aid 213 fixed

first aid the emergency treatment given to an injured person before a doctor comes.

first-class (fɜrst'klas') 1 of the highest class or best quality; excellent. 2 having the most comfortable accommodations on a ship, train, or aircraft: *First-class travel is expensive.*

first-hand (fɜrst'hænd') direct; from the original source: *first-hand information.*

first-rate (fɜrst'rāt') 1 of the highest class. 2 Informal. excellent; very good: *The meals are first-rate at that hotel.*

firth (fɜrth) especially in Scotland, a narrow arm of the sea, often the mouth of a river.

Extending Your Spelling Skills

- 1. The main purpose of a dictionary is to explain the meanings and give pronunciations of words. It is meant to help you think about words.

A dictionary is organized in an easy-to-use fashion. All the words in it are called *entry words*. They are printed in bold type and are arranged in *alphabetical order* from a to z. Look at the section of the dictionary on the left. Write the entry words.

Guide words are printed at the top of every page. This makes it easier to find words quickly. What are the guide words for the page from which the section on the left was taken?

You do not have to look at *all* the entries on a page, because you know the guide word **first aid**, on the left, is the first entry word on page 213 and **fixed** on the right, is the last.

Which of the following words will be found on page 213?

- fix fifth fit fair finish
- fixed five future fish fresh
- fix fixed five fit fish

- 2. Use words in the grid below to write at least five sentences. *Individual responses*
- Begin anywhere and move from one square to another. You may go up, down, and diagonally.
- You may return to words as often as you like.
- For example: *Isn't the slide fixed?* *Individual responses*

WIFE	HIS	ISN'T
IS	FIXED	THE
FIFTH	TRICK	SLIDE

3. Check your dictionary to see how many words you know that begin with **kn** as in **knife**.

Write in your notebook only those words that you might use in your writing.

Individual responses



4. Write these words. Beside each one write its plural form.

knives
knife



lives
life



wolves
wolf



wife
wives

leaf
leaves

elf
elves

What changes did you make in the spelling to write the plural form? Check a dictionary to see if your spelling of the plural is correct. *Changed the ending f or fe into v and added es*

5. Fill in the blanks with list words as you copy the story in your notebook.



The magic contest will be held on October Fifth. We've got to work hard if we want to win. But suddenly my brother wanted to quit.

"I don't believe it!" I screamed. "That's not fair. I can't find another kid now to learn these tricks."

Finally he agreed to practise the trick some more.

I explained, "Just slide the knife along this... CAREFUL!..."

Now write an exciting ending.
Proofread your writing.

Unit Test

How many words did you spell correctly?

Be sure to record your score.

Remember to add any words you misspelled to your problem word list.

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Exercise 3: Some pupils may be unfamiliar with dictionaries and may need help. Establish that the next letter after **kn** must be a vowel and then guide pupils to a systematic check of the five possible vowel letters.

Exercise 4: The change of consonant from the unvoiced to the voiced form is revealed by the spelling of words ending in /f/. These words are common words derived from Old English. Additional examples are: half/halves, loaf/loaves, calf/calves, shelf/shelves.

Exercise 5: Before pupils can complete the story, they must have filled in the blanks. Check their solutions to see that they make sense before they go on to finish the story.

If you have slow starters, you could discuss with them some of the possibilities — the writer or the brother has a cut hand that makes the trick impossible, or the knife destroys an irreplaceable piece of apparatus, or the brother turns out to be much too clumsy, and so on.

Remind pupils to proofread their writing, or pair pupils and have them check each other's work; another possibility is to divide the class into groups for the same purpose, the best story in each group being published. In any case, make some arrangement for pupils to share their writing.

Unit Test

Continue to dictate all the words to all pupils in an order differing from that of the original list. The use of context is optional. Give pupils time to reread and rethink their words before you conduct the self-correction. Supervise the marking to see that pupils do not overlook errors.

Check to see whether pupils are making errors that involve any of the vowels so far studied. If any occur, give extra help with hearing and saying these sounds and with associating them with the appropriate letters.

Have pupils compare their unit test results with that of the pretest. This comparison should include an observation of the kind of error made.

Pupils should record their final scores and problem words on their individual charts. Check pupils' diagnoses of their misspellings and give help where necessary.

Unit 4

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sounds /o/, /ō/ and to relate them to their common spelling patterns /o/ — o; /ō/ — oa; o — c — e.
- To review contractions.

Pretest

The sentences provided are only suggestions to be used if convenient.

Remember to say the underlined word first, read the sentence, and then say the word again. Remind pupils to wait until you have said the word a second time before writing it.

Conduct the pretest in such a manner as to keep pupils relaxed and free from anxiety. Point out again that its purpose is to help them find which words they need to study.

Dictation

My sister still plays with her dolls.
Would you like to have a lemon drop?

Our team scored a goal.
I wrote to you last week.

The hog was covered with mud.
He has a strong healthy body.
Smoke rose from the cabin chimney.

This store has a large stock of dresses.

The old log was covered with moss.

4

dolls
drop
goal
wrote
hog
body
smoke
stock
log
pieces
goals
frogs
toad
isn't
it's
you're

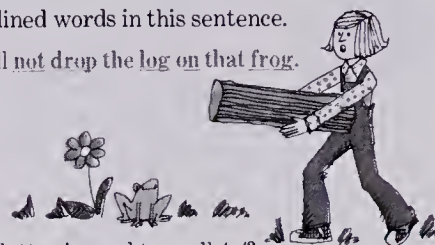
Pretest

How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.

Study Helps

1. Listen for the vowel sound /o/ as you say the underlined words in this sentence.

I will not drop the log on that frog.



What letter is used to spell /o/? o
Write the list words in which you hear /o/. dolls drop hog body stock log

2. Listen for the vowel sound /ō/ as you say the underlined words in this sentence.

The rope on our boat broke from our heavy load.



What two letter combinations are used to represent /ō/? o-e oa

Draw two columns in your notebook, one for each of these letter combinations.

Find the list words in which you hear /ō/. Smoke wrote goal goals toad

Notice how each word is spelled.
Write each word in the right column.

3. Write three list words that are contractions and the two words from which each is formed. isn't - is not it's - it is you're - you are

18

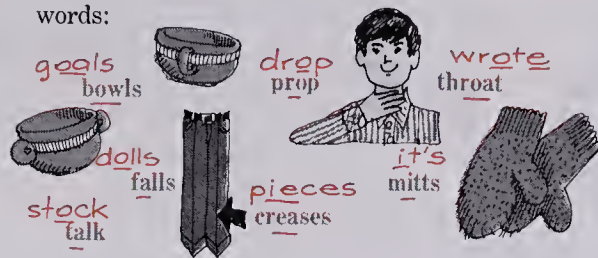
Study Helps

Your book has been torn to pieces.
Our opponents scored two goals.
The frogs leaped into the pond.
A toad has rough brown skin.
Tell me it isn't true!
It's quite cold today.
You're going to get a big surprise.

Continue to assist pupils not only in finding their spelling errors, but also in identifying the reason for each error and in recording these results.

Exercise 1: The pronunciation of this vowel may vary among pupils from the /ä/ of ha to a sound closer to /ô/. The important point is to identify the vowel sound pupils hear when they say the underlined words in the sentence and to relate it to the spelling o.

4. Write a list word that rhymes with each of these words:

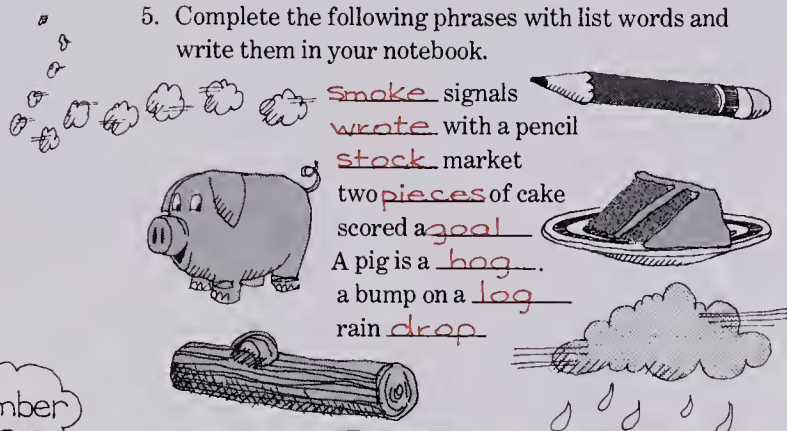


Underline the letters that represent the vowel sounds in the rhyming pairs. For example:

pole — goal

Remember, rhyming words end with the same *sounds* but the *spelling* pattern is often different.

5. Complete the following phrases with list words and write them in your notebook.



The vowel sound /o/ is usually spelled with the letter o as in drop.

The vowel sound /ō/ can be spelled with:

oa as in goal

o-consonant-e as in smoke

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Exercise 2: When pupils have listed the words in two columns ask them what headings they could use to label them. They will have no problem with **oa** but may not arrive at **o—consonant—e**. If this happens, suggest that they look back at the words in Unit 3 that are spelled **i—consonant—e** and help them to arrive at the **o—consonant—e** pattern. The two spelling patterns **oa**, **o—consonant—e**, together with **ow** cover most common words containing /ō/.

Exercise 3: When checking this exercise you could:

1. elicit the generalization that not only is a letter omitted but two words are shortened to one, that is to say, contracted;
2. it's always stands for it is;
3. you're has for some speakers a homophone, your, from which it must be distinguished.

Exercise 4: Remind pupils again that *rhyme* depends on matching *sounds* and that rhyming sounds may have different spelling patterns.

Exercise 5: Make sure pupils understand the term *phrases*. If you need to teach the concept, you could use this exercise for that purpose and then give them another set of phrases to complete such as:

_____ with a pen
a _____ of pie
a _____ house
_____ yard
play in _____
_____ stack

Extending Your Spelling Skills



1. Write each sentence three times filling in the blank with three different list words.

Try to create some unusual meanings.

I love to play with _____.

You wouldn't believe the _____ I saw.

Don't _____ it!

Use one of your completed sentences as the beginning of a short story. *Individual responses*

2. Read the dictionary pronunciations and then write the sentences in their regular spelling in your notebook.

believe it's smoke
I (bi lēy') (its) (smōk) I smell.

drop dolls
Don't (drop) my (dolz)!

wrote toad
You (rōt) a letter to a (tōd)?

3. Unscramble the following letters to discover more words that use ie to spell the vowel sound /ē/ as in *pieces*.

Write the ie words in your notebook.

<i>thief</i>	<i>priest</i>	<i>grief</i>	<i>niece</i>
thefi	stiepr	gerif	icene
<i>liefre</i>	<i>brife</i>	<i>hicef</i>	sizee
<i>relief</i>	<i>brief</i>	<i>chief</i>	

4. Say the following out loud as quickly and clearly as you can.

Peter Piper picked a peck of pickled pepper.

Write your own tongue twisters using the following list words and other words that begin with the same sound: dolls goals frogs toads

One is done for you.

dolls— Dreamy Debbie drew dilly dally
doodle dolls all day long.



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Extending Your Spelling Skills

Exercise 1: Some pupils may have problems finding three words for each blank. Suggest that they check the word in the Mini-Dictionary at the back of their books for meanings they have not yet come across.

The short story based on one of the completed sentences could be written as part of the composition program, in which circumstances it could be discussed and written in the time allotted to that aspect of language activities.

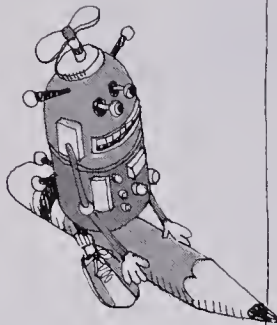
Exercise 2: Tell pupils to read the sentences aloud in order to identify the words printed in the form of dictionary pronunciations. Go back over the explanations given in Unit 2 with those pupils who have difficulties; then go through this exercise orally before having pupils write the transcribed sentences in their notebooks.

Exercise 3: Most pupils should be able to solve these puzzles by inspection. However, if pupils need help, use the "Scrabble" method with the letters written on small squares of paper. To help pupils develop more insight into the graphological system of the language, discuss with them whether they need one square for each letter. Start from the point that all the words use the digraph *ie* to represent the vowel sound /ē/, and have the pupils look for other possible digraphs. Then go on to blends in which the sounds of two

or more letters are combined into a single cluster and have pupils find possible blends in the scrambled words.

Here are a few more words you could scramble: shriek, movie, shield, grieve.

5. Rotor Robot is writing to an old school friend who had to move to another city last year.
Help Rotor proofread the letter. Write it correctly in your notebook.



Dear Lazybones,
What a bump on a log. you are! You haven't ^{answered} ~~ansered~~ my last letter but I'm writing anyway. There's so much to tell you.
I'm a star on our ^{hockey} ~~floor~~ ^{team} ~~hockey~~ ~~team~~. I ~~scord~~ ^{scored} three goals in our last game. My pet toad and frog ^{almost} ~~allmost~~ died when a fire ^{broke} ~~broak~~ out in the ^{garage} ~~garage~~ where I keep them. ^{luckily} ~~luckally~~ they are all right.
My Mom and I would like ^{visit} ~~viset~~ you to come and ~~viset~~ us. I'll tell you ^{news} ~~the news~~ the rest of the ~~news~~ where I see you.
Please come soon.
Rotor

Unit Test

How many words did you get right on this test?
Mark your chart.
If you misspelled any, write them in your problem word list.

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from "answer" meaning "to swear to" as when giving evidence in a law court. The retention of the w in swear should be linked to its appearance in the spelling of answer. Hockey and team will have to be learned by the five step study method, reviewing it if necessary. Have pupils explain the structure of scored as score + ed. Generalize the loss of l from all when it is compounded in almost by having them look for similar words in the dictionary. Remind pupils that the spelling of some vowel sounds must just be learned, as in broke; /ō/ can be spelled oa but not in this word. Remind pupils that /j/ is spelled j initially as in jam, medially in a few words such as enjoy, rejoin, unjust in which the first syllable is a prefix, and never in the final position. Treat luckily as you did scored, deriving it from the base word luck + y + ly. Suggest that pupils listen to the sound of the second vowel in visit; for most speakers it is /i/, spelled i. Give pupils the journalistic derivation of the word news, information that comes from all points of the compass — north, east, west, south.

Unit Test

Encourage pupils to listen carefully for oral cues that will help them spell many of the list words. Give them time to proofread their words before you conduct the self-correction. Check individual pupils to make sure that the self-correction is being carried out accurately and completely.

Help them to record their scores and the analysis of the problem words on their individual charts.

Exercise 4: The number of pupils who will be able to write tongue-twisters is likely to be very small since the activity calls for highly developed language skills. However, encourage pupils who have the time, to try the exercise and avoid competitive pressures.

Exercise 5: Skill at proofreading is essential for all pupils. Allow good spellers to go ahead independently, and go through the exercise orally with the remaining pupils. Have them identify the misspelled words, correct them and comment on the features that may have led to the misspelling. When you have completed the proofreading, have pupils write the letters in their notebook and re-check the spelling of the misspelled words.

To help pupils with the word answered, point to its derivation

Unit 5

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sounds /u/, /ū/, /ü/ and to relate them to their common spelling patterns /u/ — **u**; /ū/ — **u** — **c** — **e**; /ü/ — **ew**, **ue**.
- To relate the sounds /chər/ to the suffix **ture** and to use this knowledge to spell words ending in **ture**.
- To relate the sound /k/ to its spellings **c** (initially), and **ck** (finally).

Pretest

Dictation

He drank three cups of milk.
The baby has not drunk all his milk.

An elephant is a huge animal.
I have some good news to tell.
That glue will stick anything.
Don't swallow your gum.
She bumped into a chair.
We have too much furniture.
In the future we might even live on the moon.
This charm is for good luck.
There are a lot of trucks on the road today.

I like to curl up in bed.
Mary has brown curly hair.
We were struck dumb with surprise.
I knew we would win that game.
My new dress is dark blue.

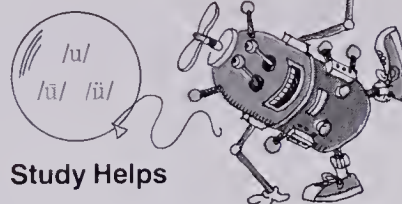
Continue to assist and supervise pupils in their self-correction of this test. Pupils may also need

5

cups
drunk
huge
news
glue
gum
bumped
furniture
future
luck
trucks
curl
curly
dumb
knew
blue

Pretest

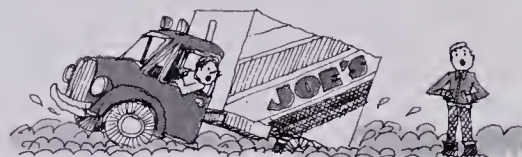
How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.



Study Helps

1. Listen for the vowel sound /u/ as you say the underlined words in this sentence.

I had fun when I got stuck in the mud with my truck.



What letter is used to spell /u/? **u**

Write the list words in which you hear /u/. **cups drunk gum dumb bumped luck trucks**

2. Listen for the vowel sound /ū/ as you say the underlined words in this sentence.

The mule on the cube started to dance when the bugle music began.

What letter and letter combination are used to spell /ū/?
Write the list words in which you hear /ū/. **huge u-e future u news**

3. Listen for the vowel sound /ü/ as you say the underlined words in this sentence.

Does he know why they threw glue in the stew?



What two letter combinations are used to spell /ü/?
Write the list words in which you hear /ü/. **ew ue news glue blue knew**

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some help in analysing their errors and in recording their results.

Study Helps

Exercise 1: The pronunciation of the vowel sound in cup may vary from /ü/ to /ə/ and even /a/. Whatever the local pronunciation, identify pupils' pronunciation of the vowel in cup with /u/ so that however they say the /u/ words, they will spell them in the standard way.

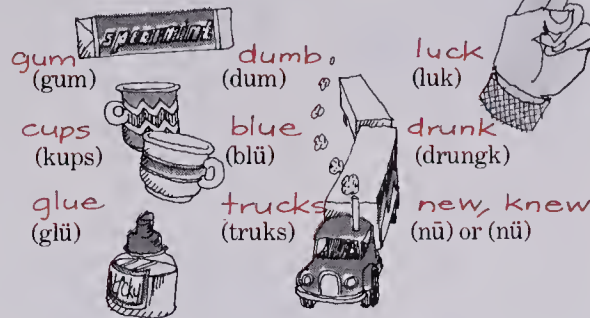
Exercises 2 and 3: Draw pupils' attention to the diacritical marks over the **u** in /ū/ and /ü/.

The sound represented by /ū/ is the so called long **u** that is actually a diphthong /yü/. The representation of this vowel sound is shown, in different dictionaries, by either /ū/ or /yü/.

Many North American speakers have dropped the initial glide (the /y/ of /yü/) and reduce the diphthong to the pure vowel /ü/, but there are many speakers who

4. Say each word that is given in pronunciation symbols below.

Write each word in its regular spelling.



Did you remember that /k/ can be spelled with c as in cups or with ck as in luck?

5. Note how the sound /ch/ is spelled in furniture and future.

If you find the ture spelling pattern difficult, use the study method with these words—SAY the word.

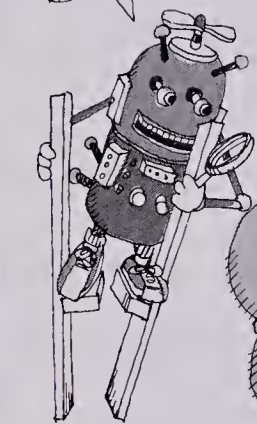
LOOK at it carefully. COVER it. WRITE it. CHECK it.

Use this same study method with the list words knew and dumb if you find them difficult to spell.

6. Write six list words in which you hear /k/.

In each word, circle the letter or letters that represent /k/. Cups drunk luck trucks curl curly

Remember



The vowel sound /u/ is usually spelled with the letter u as in gum.

The vowel sound /ū/ can be spelled with u as in future and u-consonant-e as in huge.

The vowel sound /ü/ can be spelled with ew as in grew and ue as in blue.

23

do not. The list words huge and future and the underlined words in the example sentence still retain the glide in standard speech, whereas knew and news are heard with both pronunciations, and so, too, the example word stew.

The words glue, blue and threw are regularly pronounced /ü/.

As a result of these pronunciation differences, both vowel sounds now share the same spelling patterns:

tune is either /tūn/ or /tün/,
new is either /nū/ or /nü/, and
due is either /dū/ or /dü/.

Pupils must therefore be very careful to note the spelling pattern used in the words they are studying.

Exercise 4: You may wish to treat the spelling of /k/ more formally. It is spelled c regularly before the vowel letters a, o, and u, and as the first element of initial blends cl, cr. Before e and i, it is regularly spelled k. In the final position it is spelled ck following short vowels and k following long vowels or another consonant (except zinc and talck).

Do not refer to the b in dumb and the k in knew as "silent letters;" refer rather to the "mb spelling of /m/" and the "kn spelling of /n/." Suggest to pupils that they start a list of words in which /m/ is spelled mb. The list is limited but contains many common words: lamb, limb, comb, numb, crumb, thumb, climb, etc. Treat the kn spelling for /n/ in the same way.

Exercise 5: The final syllable -ture used to be regularly pronounced /tyür/ and still is by some speakers in stressed syllables, as in mature. In unstressed syllables the /ty/ has become /ch/ and the vowel has weakened to /ə/ so that the present pronunciation of the unstressed syllable is /chər/ and of the stressed syllable /chür/.

Probably the best approach to this spelling pattern is to treat the syllable as a whole and not attempt to isolate any sounds. Relate the syllable /chər/ to the spelling ture.

Exercise 6: When checking this exercise with pupils, draw their attention to the vowel + r sound /ër/ spelled ur in curl and curly.

Extending Your Spelling Skills

Exercise 1: Make sure pupils understand the difference between *homophones* and *homographs* — the former *sound* the same, the latter are *spelled* the same; in both cases, the individual words differ in meaning.

This exercise represents a simple introduction to the topic. Further exercises could be devised to give pupils experience in using a dictionary, for example:

- Which of these words are homographs? For each pair of meanings write sentences to show how the meanings differ

<u>bear</u>	<u>count</u>
<u>bow</u>	<u>pick</u>
<u>curl</u>	<u>row</u>

- Find words that will fit these pairs of meanings and say whether they are homophones, homographs or both.

- a large animal
- carry (bear)

- cook in oil
- young fish (fry)

- squeeze tightly together
- fruit boiled with sugar till thick (jam)

- a thin circle of metal
- give a clear sound (ring)

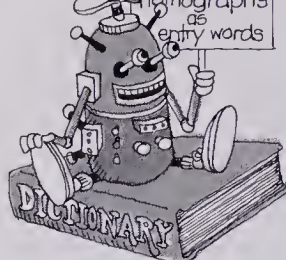
A similar exercise could be constructed using homophones, requiring pupils to relate each word of the pair to its appropriate meaning:

meat or meet

- encounter
- animal flesh used for food

bear or bare

- an animal
- without covering



cuff¹ (kuf) 1 the part of the sleeve of a shirt, blouse, etc. that goes around the wrist. 2 the turned-up fold around the bottom of a sleeve or of a trouser leg.
cuff² (kuf) 1 hit with the hand; slap. 2 a slap, usually on the head or face.

gum¹ (gum) 1 a sticky juice of certain trees and plants that hardens in the air and dissolves in water: *Gum is used to make glue, drugs, candy, etc.* 2 a tree that yields gum. 3 gum prepared for chewing. 4 stick or stick together with gum: *The stamp was gummed onto the letter.*
gum² (gum) Often, gums, pl. the flesh around the teeth.



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Extending Your Spelling Skills

- Look at the dictionary entries on the left. Notice that there are two entries for cuff. These two words are called *homographs*. They have the same spelling, but have different origins and different meanings.

You can identify homographs in the dictionary by small raised numbers after entry words that have the same spelling.

Look at the entries on the left again.

How many entries are there for gum? *four*

Read the sentences below and pay attention to the meaning of gum in each one.

Write the sentence number and the word gum with the small raised number of the entry that covers its meaning. For example: 1. gum¹

- I don't like to chew stale gum.
- You should brush your gums as well as your teeth.
- My gums were bleeding.
- Look at the gum coming out of that tree.

1.gum¹ 2.gum² 3.gum² 4.gum¹

- Fill in the blanks with list words.

Write the complete sentences in your notebook.

We have not yet drunk the two cups of lemonade.

The gum stuck like glue on the furniture.

I knew a curly haired boy with feet so huge he always bumped into things.

In the future, paint the trucks blue.

piece or peace

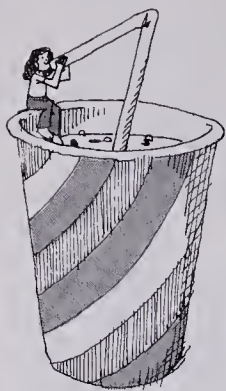
- a part or portion
- calm and stillness

foul or fowl

- very dirty and nasty
- kind of bird raised for meat and eggs

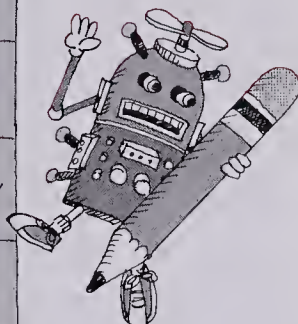
In each of these cases, pupils could be given these exercises as word puzzles and should be encouraged to use a dictionary to check and solve them.

Exercise 2: Provide some strategies for those pupils who cannot intuitively fill in the blanks. Suggest that they start by reading the list words. When they read the sentence they should look for the word that gives the most information, the key word. Next look for list words that they can connect in any way with the key word and try to fit them into the sentence to make sense. Work orally through as many sentences as is necessary to develop the technique.



3. Pretend you have just landed in a world of giants. In one of the following situations, describe what it feels like to be so small compared to everything around.
 - riding in trucks longer than a whole train
 - drinking out of gigantic cups bigger than you
 - sinking way, way down into soft foam furniture the size of a house
4. Take a clean page in your notebook and draw a tall tower two bricks wide. *Individual responses*

flue	flew
due	dew
knew	new
blue	blew



Start at the bottom and write pairs of homophones in each layer, as Rotor is doing. How many pairs that end in ue and ew can you think of?

Can you reach the top of the page?

5. Look in a social science book or encyclopedia to find words that end with the letters *ture*
For example: agriculture
List the words in your notebook. *Individual responses*

Unit Test

Did you make a perfect score?
Be sure to record it!

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Exercise 5: The intention of this exercise is to encourage pupils to apply the spelling rules developed through the list words, to words with the same spelling patterns that are likely to be encountered during their daily activities. Some methods of dealing with word collections are:

1. a chart compiled during the week and then filed conveniently in the Spelling Centre;
2. individual word lists in each pupil's book;
3. a class dictionary, illustrated by means of pictures from magazines, catalogues, etc.;
4. an indexed collection of words on file cards.

Unit Test

Dictate the word list in random order so that pupils will listen carefully for each word.

Pupils should continue to write their dictation in column form to facilitate visual perception and self-checking.

Have pupils record in a special list any words misspelled. Encourage them to spend any extra time they have with these "Problem Words."

Check to see which pupils had difficulty with which words in order to know which areas need reinforcement or reteaching in the next unit.

Exercise 3: Give pupils some idea of the length of the piece of writing they are to produce.

For slow starters, run a "brain storming" session, pooling ideas but leaving individual students to select those that most appeal to them. It is most helpful for young writers to compile, co-operatively, a list of words that might be used to describe feelings and "smallness." Pupils then have a ready source from which to choose.

Exercise 4: Make sure that pupils understand the instructions. Review homophones, emphasizing "words that sound the same but are spelled differently and have different meanings."

Some other pairs of /ü/ words:
flew/flue, dew/due, clue/clew,
slew/slough, cue/queue, fuel/
few/ll.

Unit 6

Objectives

- To review and extend the use of those high-utility words listed in Units 1-5.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

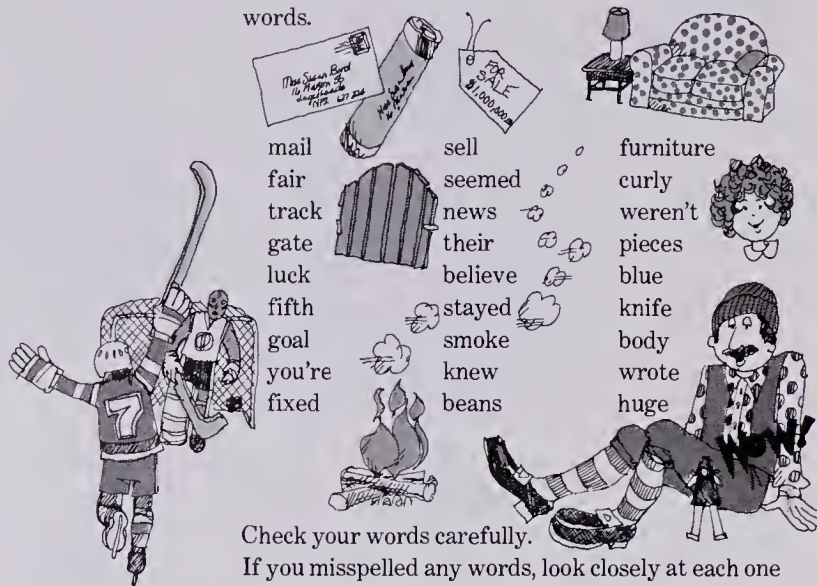
- To review and demonstrate understanding of the sound-symbol relationships presented in Units 1-5.
- To review and extend the use of *consonant blends*, *homophones* and *homographs*, *contractions* and *dictionary pronunciation symbols* as aids to spelling.
- To acquire and use a spelling study technique.

Looking Back

In lieu of a pretest, in this unit each pupil should be required to study those problem words accumulated from the first five units. It is recommended that one period be devoted to the pupils' direct study of their individual problems. In preparation for this self-study, use the chalkboard to illustrate the study technique outlined on page 5 of the text. Emphasize that if, on checking, a word is found to be misspelled, the pupil must go back to the first step and start again. If a word is found to be correct, writing it a couple more times will serve to fix it in the memory.

Looking Back

1. Look at the words you misspelled in Units 1—5 and the kinds of errors you made. Study these words first. Use the five-step study method—LOOK SAY COVER WRITE CHECK.
2. Have your teacher or a friend dictate the following words.



Check your words carefully.

If you misspelled any words, look closely at each one to see where you made the error. Did you leave out a letter? Did you add a letter? Did you pronounce the word incorrectly?

3. Write two list words in which you *hear* two consonant blends in one word.

Underline the blends.

For example: blast

drunk
stand

Exercise 2: Pupils might work in pairs with pupils dictating the words to each other. They should use the book to check their spelling.

Exercise 3: The two words are stand and drunk. If pupils write any other words, it may be that they are mistaking *digraphs* for *blends* (*fresh*, *track*). You may also have to point out that two consonants together are not necessarily a blend; in frogs the *s* is added to the base word and, unlike the initial *fr*, does not constitute a blend.

4. Make a chart like the one below.

Write in as many examples as you can find from the word lists of Units 1—5. *Some possible responses:*

Sound	Spelling	Words
/a/	a	band bank stand
/ā/	a-consonant-e	base gate
/ā/	ay	stayed, lay pay
/ā/	ai	fair mail main
/ār/	air	pair fair
/e/	e	send sell forget
/ē/	ee	speed bees seemed
/ē/	ea	seat beam beans
/ē/	ie	believed piece
/i/	i	fix fixed trick
/ī/	i-consonant-e	wife knife slide
/o/	o	dolls drop hog
/ō/	o-consonant-e	smoke wrote
/ō/	oa	goal toad
/u/	u	cups drunk gum
/ū/	u-consonant-e	huge future
/ū/	u	future
/ū/	ue	blue glue
/ū/	ew	news knew



5. Say each word below.

Then write each word in its regular spelling.

(lā) *lay* (sēmd) *seemed* (bi lēv') *believe*
 (sēt) *seat* (kérł) *curl* (gōlz) *goals*
 (dum) *dumb* (glü) *glue* (rōt) *wrote*
 (nek) *neck* (mān) *main* (hūj) *huge*
 (fār) *fair* (bēz) *bees* (nīf) *knife*

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Exercise 4: Check pupils' knowledge of the sound symbols by having them give an example or two before writing in any words.

Exercise 5: Review pronunciation symbols if pupils have any problems. Suggest that they say the word quietly to themselves and treat the exercise like a self-dictation. When checking the results find out whether mistakes were due to misreading or misspelling.

piece - peace
 fair - fare
 you're - your
 their - there (they're)
 pair - pear (pare)
 it's - its
 sell - cell
 knew - new

6. Copy these words into your notebook.
 Beside each one write its homophone.

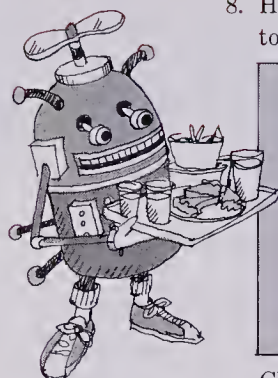
piece you're pair sell
 fair their it's knew

Use each pair of homophones in a sentence to show the meaning of each word. For example: *Individual responses*
 Yes, I knew that it was a new watch.



that's - that is
 isn't - is not
 it's - it is
 you're - you are
 weren't - were not

7. Copy all the contractions introduced in Units 1—5 into your notebook.
 Beside each one write the two words from which it was formed.
8. Have your teacher or a friend dictate these sentences to you.



I believe Rotor Robot had five frogs' legs, two plates of beans, four cups of milk, and three pieces of pie to eat at the fair.

You're right, their new blue desk seemed like a huge piece of furniture sitting there in the little truck.

Don't forget, I knew it was a dumb trick.

Weren't you the lucky one who got the fifth goal?

Check your spelling, punctuation and handwriting carefully.

Exercise 6: Remind pupils to proofread their sentences for spelling and punctuation.

Exercise 8: The first two sentences are fairly long. You might want to dictate them in parts. Read the complete sentence first with normal intonation, and then dictate as much as pupils can handle at a time. The last two sentences can be dictated in their entirety, only repeating parts if a pupil has difficulties.

9. Make up an interesting title for a story including two of these words. *Individual responses*

mail—bank—trap—track—pair—desk—send—
drop—pieces—believe—luck—trucks—smoke—
huge—glue

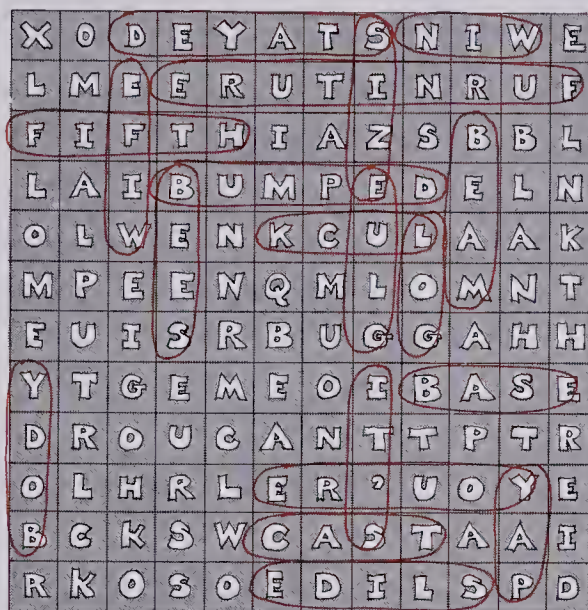
Now write the story using as many of the above words as you can. *Individual responses*

10. Look in every possible direction, including bottom to top and right to left, and write all the *list words* you find in your notebook. There are *forty* in this puzzle.

Some words:

Across: win
stayed
furniture
fifth
bumped
luck
base
you're
cast
slide

Down: it's
body
wife
bees
size
glue
log
beam
pay



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Exercise 9: Discuss with pupils the quality of a good title. Point out that it must contain at least two of the given words and may contain more.

Brainstorm possible situations that could involve some of the words and make the inclusion of the remainder a test of ingenuity. Suggest a possible format: a news item (for newspaper, radio, television, teletype), an anecdote ("Do you remember that day when..."), or a diary entry ("What an exciting time we had today!").

Exercise 10: Allow pupils to find as many words as they can by inspection, then suggest they check the puzzle systematically. Remind them to try going diagonally.

Review Test

No review test has been provided. Instead, each pupil should be tested on his/her own problem word list. Such tests could be administered by having pupils paired and having them dictate the words to one another.

However, you may also wish to devise your own review test. If scores from such a test are to be recorded, a special graph or chart should be devised for this purpose.

Special Unit: Mathematics Words

Objectives

- To provide diversity in the regular program.
- To develop awareness of special words related to mathematics.
- To spell and use in context such special words.

Teaching Suggestions

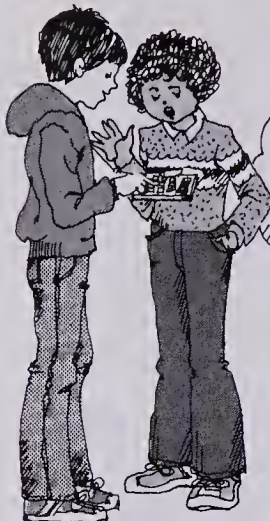
This unit need not be taken up at this particular time but could be used at any time, for instance, in connection with a special math project or the introduction of, say, geometrical concepts.

No formal pretesting or post-testing is required. The focus should be on word usage through involvement in the exercises and activities provided. However, the exercises should be checked by the pupils as you discuss each question orally.

Exercise 1: Conduct the consulting of the dictionary for meanings of list words orally, with the whole group, in order to check pupils' understanding of alphabetical order and guide words. If you discover after the first half-dozen examples that some pupils do understand these concepts, set them to complete the exercise on their own. Continue guiding the activities of the remainder until you feel that they can manage by themselves.

If you feel that writing sixteen sentences is going to take up time that could be more usefully

Mathematics Words



addition	calculator	subtraction	parallel
multiplication	decimal	fractions	circle
geometry	digit	numerator	graph
rectangle	division	denominator	one-half

1. Read the list words carefully.
Do you know the meaning of all the words? If there are some words that you are unsure of, find their meanings in the *Mini-Dictionary*.
Write a sentence with each of these words. *Individual responses*
2. Write the list words in which you hear /sh/.
Underline the spelling pattern that is the same in all these words. *addition multiplication fractions subtraction*
3. Write the list words in which you hear /j/.
Circle the letter that spells /j/ in these words. *digit geometry*
4. Write the list words that end in /er/.
Circle the letters that spell /er/. *calculator numerator denominator*
5. Copy each symbol and write a list word that might be used with it.

$+$ addition	\div division	$\frac{3}{16}$ fraction	 graph
\bigcirc circle	$12-3=$ subtraction	\times multiplication	$\frac{6}{10}$ fraction
$\frac{1}{2}$ one-half	 rectangle	1.2 decimal	\parallel parallel

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devoted to spelling, you could require sentences only for those words pupils needed to look up in their dictionary.

Exercise 2: The sound /sh/ is heard only in the syllable /shən/, spelled in all cases **tion**. Treat the syllable as a whole since it is such a commonly occurring suffix.

In exercises in which pupils are to locate specific sounds, they should say the words aloud, to help them consider sound-spelling relationships.

Exercise 3: Draw from pupils that **g** is used to spell /j/ in both words and that it is followed by **e** and **i**.

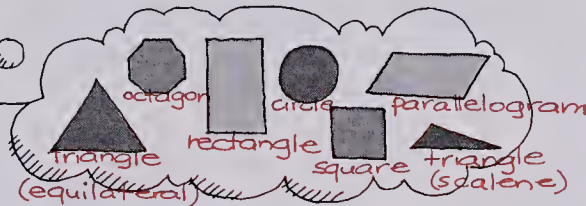
6. Write a list word to match each of the following clues:

- has /ē/ in it *geometry*
- has /z/ in it *fractions*
- ends in /f/ and is pronounced in one syllable *graph*
- ends in /shən/ and is pronounced in five syllables *multiplication*
- has /k/ in the first and second syllables *calculator*
- uses the same letter to spell /s/ and /k/ *circle*
- uses different letters to spell /s/ and /k/ *subtraction*

7. Write the list words that are names of geometric figures. *rectangle circle*

Look in your mathematics book for the names of other geometric figures. *Individual responses*

Draw and label as many as you can in your notebook.



*addition
subtraction
division
multiplication
numerator
calculator*

8. Copy these base words:

add	divide	numerate
subtract	multiply	calculate

Now write the list words that have one of these base words in them.

Can you think of any other words formed from the same bases? List them in your notebook. *Individual responses*

9. The base words from which the following words were formed are list words. Write the base words.

<i>circle</i>	circular	rectangular	<i>rectangle</i>
<i>digit</i>	digital	geometric	<i>geometry</i>
<i>parallel</i>	parallelogram	graphic	<i>graph</i>

Use the longer words in sentences to show their meaning. *Individual responses*

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Exercise 6: This exercise requires pupils to study the sound-spelling patterns of the list words very carefully. The results could well serve as a diagnostic test for pupils' knowledge of sound-symbols, syllables, and their capacity for auditory discrimination.

You could contrast the /z/ of frac-tions with the /zh/ of divi-sion and the /sh/ of multiplication. Have pupils distinguish the sounds in such word pairs as visit/vision, explosion/potion, chasm/casual, etc.

Exercise 8: Ask pupils to describe the changes they have to make in the base words when they add endings.

Exercise 9: The endings that have been added to base words to form the words in this exercise may be unfamiliar to pupils. Draw attention to them and ask for other examples; for instance, muscle/muscular, tide/tidal, base/basic, etc.

Unit 7

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review the vowel sound /ā/ and to relate it to the spelling patterns: /ā/ — **ai**, **ay**, **a** — **c** — **e**.
- To review the vowel + r combination /är/ and to relate it to the spelling pattern **ar**.

Pretest

Remember to reassure pupils who may be anxious. Make it quite clear to them that no blame or stigma is attached to the result of the pretest. It is given only to help them find which words they need to study.

Dictation

She has dancing on the brain.
You can train a dog to do tricks.
Laser beams can cut through metal.

The garden was gay with flowers.
The sprinters made a few false starts.

It was just starting to rain.
I love to eat chocolate bars.
My camper truck is bright red.
The arms of the chair are worn.
Can you take this watch apart for me?

She really doesn't look her age.
The baseball player hit a home run.

The goalie did not guard the goal well.

Don't lean against the wet paint.
When will I see you again?
The time passed very slowly.

brain
train
laser
gay
starts
starting
bars
camper
arms
apart
age
player
guard
against
again
passed

starts
starting
bars
arms
apart
guard

Pretest

How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.

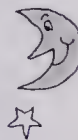
Study Helps

1. Say each word and write the ones in which you hear /ā/. Underline the letters that spell /ā/.

gay
rain
age
camper

player
train
again
laser

passed
brain
against
cane



2. Listen to the vowel + r sound as you say the underlined words in this sentence.

We sat in the dark in the car in the park and looked at the stars.



This special sound combination is shown as /är/.
What letters are used to spell /är/? **ar**
Write the list words in which you hear this sound.

3. Write the list word that:

— is found in alarms **arms**
— has play as its base **player**
— spells the consonant sound /g/ with the letters gu **guard**
— rhymes with hamper **camper**
— can produce a narrow, intense beam of light **laser**
— is found in stage **age**
— is the opposite of together **apart**
— is the opposite of in favor of **against**

Study Helps

Beginning with this unit you may want to start individualizing the spelling activities. Pupils who had no errors on the pretest likely do not need to complete any exercises in "Study Helps." They could proceed directly to the activities in "Extending Your Spelling Skills" and then use extra spelling-period time for enrichment spelling activities such as adding to their personal spelling lists, studying these words, writing stories or poems, proofreading a partner's writing, free reading, and so on.

Tell pupils to check their own work while you write the first eight words in column fashion on the chalkboard. While pupils are marking these words, move about to see whether they are able to cope with this number of words. Add the remaining eight words to the chalkboard list. Supervise and assist pupils in their self-correction.

If pupils find it too difficult to cope with eight words at a single presentation, you may wish to reduce the number to four or six words.

4. Write the list word that will complete each sentence.

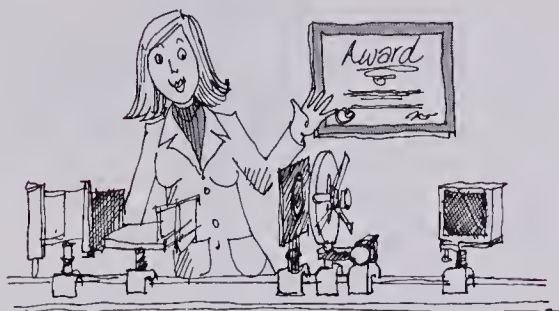
The prisoners' escape was blamed on the guard.

My mother is strictly against too much television.

I will not tell you the telephone number again.

The forest fire was blamed on the careless

camper.



The scientist was known for research on laser beams.

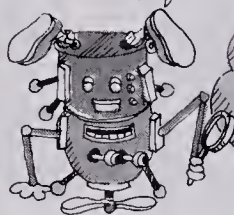
5. again
against
age
apart
arms
bars
brain
camper
gay
guard
laser
passed
player
starting
starts
train

5. Write the list words in alphabetical order. Remember, if the first two letters are the same, look at the second letters. If the second letters are the same, look at the third letters and so on.

6. Write the list words that have endings. Write the base word of each.

List word Base word
starts - start
starting - start
bars - bar
camper - camp
arms - arm
player - play
passed - pass

Remember



/ā/ can be spelled
a-consonant-e as in age
ai as in train
ay as in gay
/är/ is usually spelled ar as in bars

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Exercise 2: The spelling pattern **ar** for the vowel + r /är/ is one of the most regular.

Exercise 3: Again pupils are required to look at the list words letter by letter to find words that meet the required conditions.

Exercise 5: Check the results of this exercise to find out whether any students require further practice in this activity.

Exercise 6: You may have to remind pupils that the plural **s** is an ending. You might find it wise to explain to pupils that laser is an acronym for light activated by stimulated emission of radiation and is therefore a base word in spite of ending in **er**.

For pupils who had errors on the pretest, you might examine the pattern of errors and assign to individual pupils only those exercises in "Study Helps" that give practice in that particular spelling pattern. This type of individualization does take some extra time, but it pays dividends in pupil interest and motivation, and in varying the activities of spelling periods.

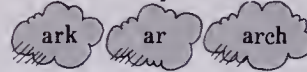
Exercise 1: Check first that pupils recognize the sound symbol /ā/. If any are uncertain, refer them to exercise 2 of Unit 1.

You could ask pupils to classify the words that they write by having them put the words in columns according to the spelling pattern and then making up their own headings for each column. If pupils include the words again and against, ask them to say each word in a short phrase and decide whether they use the vowel /ā/ or /e/ for the **ai**. Discuss the classification of player (**ay**, not a — consonant — e) and laser in which the **e** is not final.

Extending Your Spelling Skills

1. Write more /är/ words.

Use the word parts



Write as many words as you can by beginning the words with single consonants or with letter combinations such as ch, sh, th

For example, you can write



ark ar arch
bark bar larch
dark car march
hark far parch
lark mar starch
mark par
park tar
shark char
stark star

alarm
arms
barn
part
started
starry
scared
hard
starred
marmalade



2. Say the words below.

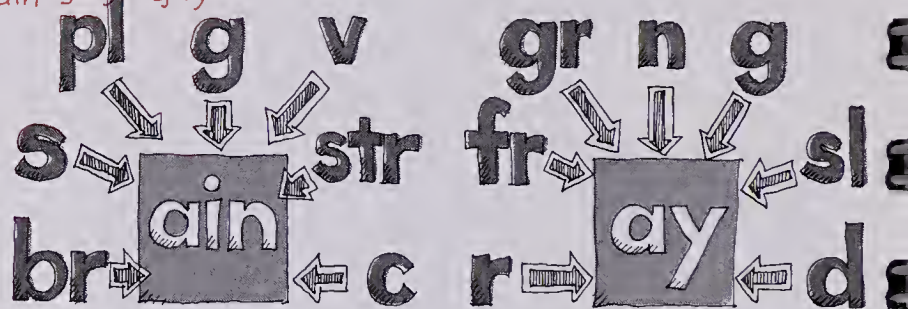
Write in your notebook only the ones in which you hear /är/ as in guard.

alarm	part	scared
arms	wart	scarred
war	started	starred
warm	starry	dare
barn	carry	hard
	marmalade	



Some possible responses:

plain strain fray
gain brain nay
vain gray gay



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Extending Your Spelling Skills

Exercise 2: You could draw pupils' attention to the three words war, warm and wart in which, together with warble(r), ward, warm, warp and their compounds, the letter combination **war** is used to spell /wôr/.

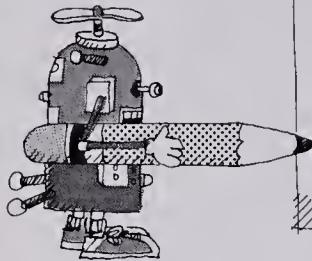
Also requiring comment are the group starred (with starry) scarred and scared. The base words are respectively star, scar and scare. The doubling of the **r** in the star and scar derivatives distinguishes them from the derivatives of scare and stare, namely scared and stared. Note that carry is a base word in which the double letter signals that the preceding vowel is short.

Exercise 3: Make sure pupils understand the instructions. You could require pupils to write a sentence for each word they had to check in the dictionary to ensure that they learned the meaning with the spelling.

You might find it interesting to note which pupils noticed that **s** could be added to most of the words formed from **-ain**.

Exercise 4: Competent spellers should be allowed to tackle this exercise on their own. But since proofreading is an essential skill that needs to be developed by all pupils, it is necessary to go over the exercise orally with the rest of the group. Have pupils identify the misspelling, explain how it is wrong and give the correct spelling.

4. Finally the weekend arrived and Rotor Robot is off to the provincial park with some friends.
Help proofread and correct the mistakes in this note to Rotor's parents.



Mom and Dad,
We're not going to take
the ~~trane~~^{train} after all. The
Fradin's ~~campers~~^{camper} did get
fired. I ~~belive~~^{believe} the pro-
blem was in the sleeping
part. Anyway, we'll
be starting off at four
o'clock, driving ~~agenst~~^{against}
rush hour traffic. With
luck we'll ~~reack~~^{reach} the
~~gard~~^{guard} at the ~~mane~~^{main} gate of
the park by six.
See you soon. Rotor

5. Rearrange the order of each group of words below to make complete sentences. Write each sentence in your notebook and underline the list words.

The guard shoved
his arms through
the bars.

BARS THE SHOVED THROUGH GUARD HIS
THE ARMS.

That player used
his brain and
passed the test.

PASSED HIS USED AND THAT BRAIN THE
PLAYER TEST.

We had a gay
time again on
the train.

AGAIN TRAIN GAY HAD A WE TIME THE ON.

Unit Test

How many words did you get right on this test?
Record your score on your chart.

35

Unit Test

Exercise 5: Suggest to pupils that, if they have problems, they should write each word on a slip of paper and arrange and rearrange the words until they arrive at a reasonable sentence. A further suggestion is that they should identify the verbs (action words), and ask themselves who performed the action, with what, to whom or what and how, thus identifying subject, object and modifiers.

Have pupils compare their unit test scores with their pretest scores for the number or words spelled correctly and the kinds of errors made. Help pupils with the diagnosis of their mistakes.

Unit 8

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ē/ and to recognize that it may be spelled: **ee, ea, ei, eo, y**.
- To review changes in a base word when **ed** is added.

Pretest

Dictation

I like chocolate ice cream best.
The least you can do is say "Thank you."

Mario needed new skates.

Petra fell and hurt her knee.

You can choose either of the baseball bats.

My cat is a poor eater.

Our friends are vegetable eaters.

Maria slipped on the ice.

That was a sneaky thing to do!
Milk was spilled all over the table.

Don't scream so much!

"Help me!" screamed the man.

Jon stepped on a caterpillar.

We must dig deeper to find water.

They decided to go to the zoo.

Twelve people went into the room.

8

cream
least
needed
knee
either
eater
eaters
slipped
sneaky
spilled
scream
screamed
stepped
deeper
decided
people

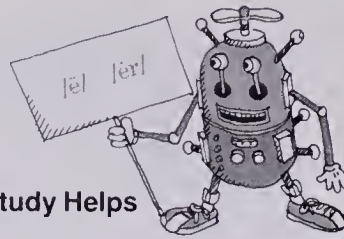
eo
ei
y
ea
ee

either
eater
eaters
deeper

needed
slipped
spilled
screamed
stepped
decided

Pretest

How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.



Study Helps

- In what five ways is /ē/ spelled in this sentence?

Those people received a trophy for beating the other teams at the track meet.

Fill in the correct letter or letter combination to spell /ē/ as you write these list words in your notebook.

people	<u>e</u> ither	l <u>ea</u> t	sn <u>ea</u> ky
deeper	<u>ea</u> ter	n <u>ee</u> ded	kn <u>ee</u>
scream	<u>ea</u> ters	cr <u>ea</u> m	scr <u>ea</u> med

- Listen to the vowel + r sound as you say the underlined words in this sentence.

Her mother and father met the German teacher yesterday.

This special sound combination is shown as /ēr/.

What letters are used to spell /ēr/? er

Write the list words in which you hear this sound.

- Write six list words that are made up of a *base* word plus the ending *ed*.

Note: If a base word ends in e, we drop that e before adding *ed*.

believe + ed — believed

If a base word ends in a vowel + consonant, we double that consonant before adding *ed*.

stop + p + ed — stopped



36

Study Helps

Exercise 1: The five ways of spelling /ē/ covered in this unit vary considerably in the frequency of their occurrence in the language. The spelling **eo** occurs only in people in English; **ei** occurs regularly after c as in receive and in a few other words (n)either, seize, weird, leisure; **y** is found commonly as an adjective suffix (lucky) or adverb suffix in the form ly (luckily) and finally in many other words trophy, body, city, etc. The sound occurs in this context in an unstressed syllable and as a result may vary from a clear /ē/ to an

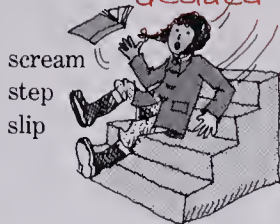
indefinite /i/. When words are pronounced in isolation, the normal variations of stress are blurred, and unstressed syllables are produced with more force than in continuous speech. In these circumstances, the sound represented by a final y tends to approach /ē/ and that is how it is identified in this program. The most common spelling patterns for /ē/ are **ee**, **ea** and **ie**, strangely enough **e—consonant—e** is relatively uncommon (Pete, scene, scheme, extreme, etc.).

4. Add *ed* to the following base words. As you write the words, make any necessary changes without looking at the list words.

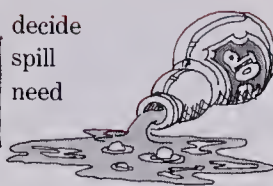
screamed stepped slipped
decided spilled needed



scream
step
slip

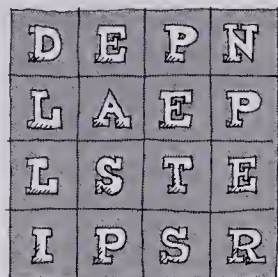


decide
spill
need



5. Find seven list words by moving in any direction from one adjoining square to another. Use each letter many times.

Write the words you find in your notebook.



least
needed
eater
eaters
spilled
stepped
deeper



/ē/ can be spelled

ea as in cream

ee as in deep

ei as in either

eo as in people

y as in happy

/ēr/ can be spelled er as in mother

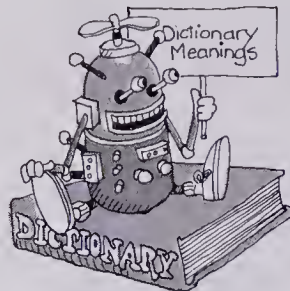
The existence of three main variants (**ea**, **ee**, **ie**) and so many occasional spellings means that pupils must pay particular attention to the representation of /ē/.

Exercise 2: The vowel + r sound in this example sentence also varies according to the stress placed on the syllables. The vowel sound in each case is the schwa. In stressed syllables, it is represented in this program by /ēr/; in the dictionary the sound of the stressed er, as in German, is represented

(ēr) and of the unstressed, as in teacher, it is /ər/. As in the case of the final y in happy, in words ending with **er**, spoken in isolation, the final syllable will probably sound more like /ēr/ than /ər/. However, the most important point for pupils to remember is that both sounds are spelled **vowel + r**, commonly **er**, and that they should keep a wary eye out for variations.

Exercise 5: Pupils are going to encounter more word puzzles like this. Make sure they understand the instructions and, if necessary, conduct the exercise orally as a group endeavour. But if pupils can manage it easily, and time permits, have them find as many words as they can.

The rationale for this exercise is that it forces pupils to pay attention to the letters of the word one at a time and in order.



slip (slip) 1 go or move smoothly, quietly, easily, or quickly: *She slipped out of the room. Time slips by. The ship slips through the waves.* 2 slide; move out of place: *The knife slipped and cut him.* 3 slide suddenly without wanting to: *He slipped on the icy sidewalk.*
slipped, slip-ping.

decide

sneaky

scream

Extending Your Spelling Skills

1. Josie slipped out of the room quietly.

Suppose you wanted to look up the meaning of slipped as used in the sentence above. Would you find slipped as an entry word? **No**

Look at the dictionary entry at the left. What is the entry word? Does the entry give the meaning for slipped as used in the sentence? **Yes**

Most entry words in a dictionary are *base words*. If the word you want to look up in a dictionary has an ending, you must find the base word first.

Look at the underlined words in these sentences. For each one, write down the entry word you would look for in the dictionary.

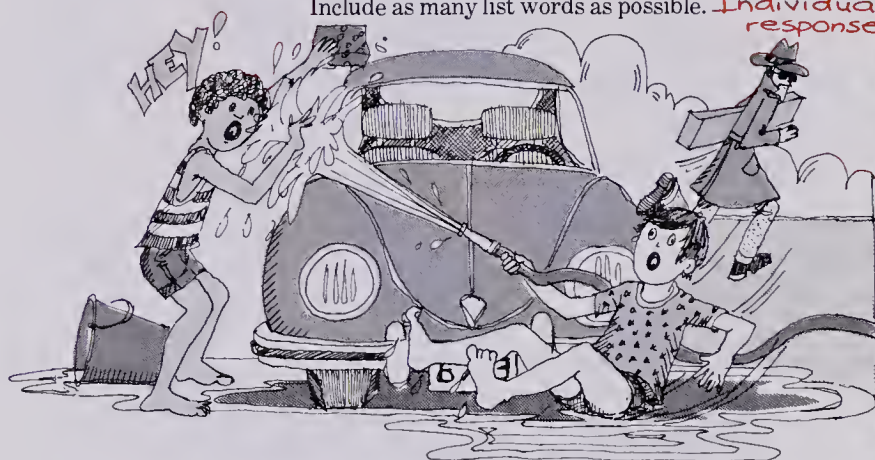
They decided to go home early.

That is the sneakiest animal I've ever seen.

What is that screaming noise?

2. Write a short story using this picture for ideas.

Include as many list words as possible. **Individual responses**



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Extending Your Spelling Skills

Exercise 1: Give pupils some practice in identifying base words before setting them to complete the exercise. Use such list words as deepen, decided, eaters, for example. Draw pupils' attention to the fact that sneakiest has two endings; the base word is sneak, y is added to form the modifier and then, the superlative ending est.

Exercise 2: The picture gives ample scope for the introduction of list words. Even so, some pupils may need help in relating the specific list words to the actions portrayed. In these circumstances, discuss the situation, identify the actions and help the pupils develop a plot or framework for their writing. Give some indication of how much writing is expected. Allow pupils to proofread each other's stories, as well as their own, of course, and make the usual arrangements for stories to be shared.

Exercise 3: As an extension, you could require pupils to correct the misspellings. You could also point out that steak is one of a very small group of words in which /ā/ is spelled ea, the others being break and great.

3. Use a dictionary to check the spelling and pronunciation of the following words.

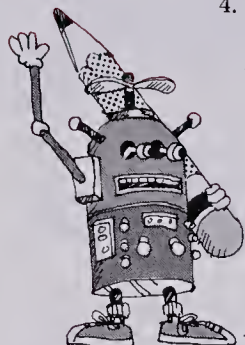
Write sentences to show the meaning of the ones that are correctly spelled with ea and have the vowel sound /ē/. *Individual responses*

/ē/-ea

beak steam
beam mean
bean meat
dean team
dear

beak chear steak team
beam dean mean stear
bean dear meat sleap
bear steam pear snear

4. Help Rotor write these sentences correctly by adding the ending *ed* to the underlined words.



1. I bump my knee so I decide not to play.
2. Turi spill the milk she need for the calf.
3. Lazlo slip on a banana peel, slip, and scream.
4. We were trap when the keys drop in the lake.

5. Write rhyming pairs by matching the words below with list words.

teemed	screamed	tripped	slipped
steeple	people	leapt	stepped
metre	eater	key	knee
creased	least	collided	decided

You will notice that rhyming parts do not necessarily have the same spelling patterns.

Unit Test

How many words did you spell correctly?

Record your score.

Remember to add any words you misspelled to your problem word list.

Exercise 4: Remind pupils to proofread their sentences for mistakes in spelling or punctuation.

Exercise 5: You may have to consider a fuller definition of rhyme now; point out that, though the last syllables of needed and collided are the same, the words do not rhyme. In words or lines that rhyme, the identity of sound extends "back from the end to the last fully accented vowel and not farther."¹ Thus collided rhymes only with decided, and metre with eater.

¹Fowler: *Modern English Usage*, Oxford University Press, 1950 ed.

Unit Test

Since this unit involves some words that do not show a regular spelling pattern, check to find out whether the same mistakes are being made in the pretest and final test. If such is the case, find out how systematically pupils are applying the five-step learning procedure and, if necessary, reread page 5 with them to remind them of all the steps.

Unit 9

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sounds /i/ and /ī/ and to relate them to the spelling patterns: /i/ — i; /ī/ — i, i — c — e.
- To review the concept synonym.

Pretest

Dictation

Please finish your lunch.
My pen is missing from my desk.
That's a pretty string of beads.
The umpire shouted "Strike one!"
Olaf hates to eat rice pudding.
We've been to the circus twice this week.
Is your ring made of silver?
Clouds were hiding the sun.
At recess time I will share my candy with you.
Bob's cat has a black stripe on its back.
She did it all by herself.
Push the swing higher please!
This is the tenth game in the series.
Do you mind if I go too?
Would you like to visit Mars?
Everyone left except Carla.

alone
favourite
summary
together

finish
missing
string
strike
rice
twice
silver

/i/
swing
string
visit
silver
missing
finish

hiding
recess
stripe
herself

/ī/
strike
mind
twice
hiding
stripe
rice

swing
tenth
mind
visit
except

/s/-c
recess rice
except twice
Other words
with /s/:
missing silver
stripe herself
swing
string
strike

Pretest

How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.

Study Helps

- Pronounce the following list words and write them under the correct heading in your notebook.

/i/	/ī/

swing	visit	hiding
string	silver	missing
strike	mind	stripe
finish	twice	rice



- Write four list words that use the letter c to spell /s/.
Write all the other list words in which you hear /s/.
Write the list word in which you hear /z/.
What letter spells /z/? s
- Copy these dictionary pronunciations and write the list words beside them.

(mis'ing) missing	(stri:k) strike
(rē'ses) recess	(viz'it) visit
(rīs) rice	(ek sept') except
(stri:p) stripe	(twīs) twice

- Write the list words that have:
—a consonant blend string strike mind stripe
—a double consonant (such as ss) except swing twice herself
—an ending missing hiding tenth

40

Study Helps

Exercise 1: Discuss with pupils their classification of the words. Have them identify the plain base words from those with an ending. Develop the notion that finish, visit and silver are two syllable base words. Draw pupils' attention to mind; ask for words that rhyme with mind and for their spelling. Note that these words that have the vowel sound /ī/ are all monosyllables; two-syllable words of a similar construction (tinder, hinder, kindle, etc.) all have /i/.

Exercise 2: Ask pupils for the common feature in all the words in which c spells s and help them develop a generalization.

Use the words missing and visit as models to collect similar pairs of words that have an intervocalic /s/ and /z/, for example, fussing/fussing, glossy/rosy, and note the ss spelling for /s/, and s for /z/.

5. Write each word in Column A. Beside it, write its *synonym* (word that means the same) from Column B.

Column A	Column B
end	absent
finish	hang
rope	end
string	intellect
hit	concealing
strike	rope
absent	hit
missing	double
double	
twice	
concealing	
hiding	
hang	
swing	
intellect	
mind	

mis/sing her/self
hid/ing vis/it
re/cess ex/cept
sil/ver

6. Write the list words in which you hear two syllables. Put a line between the syllables like this: fin|ish

7. Write the list words in which you hear /e/.

recess
herself
tenth
except

Remember



/i/ is usually spelled i as in finish
/i/ can be spelled
i-consonant-e as in rice
i as in mind

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Exercise 3: Check that pupils recognize the sign for a stressed syllable. Suggest that they say the words aloud and try to write the word as if from dictation. Then proofread, check, and study, using the five-step method, any words they misspelled.

Exercise 4: Reteach *consonant blend* and *double consonant* to pupils who show that they do not understand the terms.

The pupils' choice of words that have an ending should be discussed. Ask whether *er* on the end of silver is an ending or not and have them give reasons for their answer. Knowledge of math should ensure that they include tenth; have pupils attempt to explain the meaning of the suffix **-th** when attached to numerals.

Herself should be identified as a compound word; self occurs by itself sufficiently often, even in children's language (*I did it all by my own self!*), to be considered a base word.

Exercise 5: Test pupils' knowledge of the term *synonym* by asking them to find equivalents for such simple terms as big, small, bad, heavy, brave, etc. If any pupils seem puzzled or uncertain, supply synonyms for two or three of the words, and discuss their meanings. Help pupils formulate the generalization that synonyms are words that have the same, or nearly the same, meaning. Then ask pupils to suggest synonyms for the remainder.

Exercise 6: Rules for syllable division fall into two main groups, *printers'* rules and *articulatory* rules. In the former, syllables are divided between double consonants (hid·den), consonant blends (ten·der), base and ending (hid·ing), prefix and base (con·sonant). Division by articulation is extremely variable, and depends largely on the nature of the intervocalic consonants.

A reasonable policy is to split words into syllables that are easily pronounced, which generally means closed syllables, thus fin·ish rather than fi·nish, vis·it rather than vi·sit. However, in learning to spell, where the division is made is less important than whether it is made.

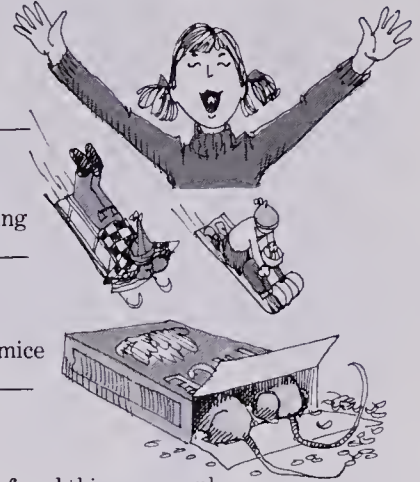
Extending Your Spelling Skills

1. Use each picture to help you finish these two-line rhymes.

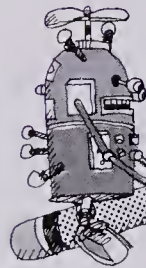
Individual
responses
I love to sing

Some were sliding

Those naughty mice



2. Help Rotor proofread this paragraph.
Write it in your notebook.



Janet's mother finally
let her ~~wore~~^{wear} her silver
~~necklace~~^{necklace} to school. After
~~recess~~^{recess} it was ~~missing~~^{missing}.
Janet had been ~~hidding~~^{hiding}
in the playground and
the string must have
~~broaken~~^{broken}. Her ~~friends~~^{friends}
~~searched~~^{searched} everywhere ~~except~~^{except}
in the right ~~place~~^{place}.
Janet just sat mumbling
to herself, "If I find
that ~~silver~~^{silver} ~~necklace~~^{necklace} I'll
never ~~wore~~^{wear} it ~~again~~^{again}!"

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Extending Your Spelling Skills

Exercise 1: You might challenge some pupils to produce a four-line rhyme using other words; for example,

I love to sing,
As up I swing;
Like a bird on the wing,
I feel like a king.

For those pupils who cannot manage a rhyme, conduct a co-operative composition session so that everyone has something written in his/her book.

Publish the poems in a book, on the bulletin board, in the Spelling Centre, or wherever convenient. Make sure that the published work is correct and legible.

Exercise 3: This exercise requires pupils to look at the list words letter by letter in order. Tell them that they may use each list word once only.

Exercise 4: Be sure that pupils understand that the changes can be made only in the list words, not in the derived words.

3. Write list words by changing one letter in each of these words.

lice	rice	mine	mind
hiring	hiding	teeth	tenth
strong	string	twine	twice
sting	swing	stride	strike

Some examples:

rice missing strike
ce messing shrike
le musing stroke
rich kissing strife
dice misting stripe
race
e
pe
nice

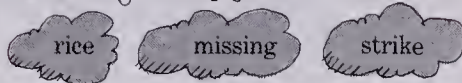
Some possible responses:

rice dice
except mice
piece nice
peace race
price face

4. Write as many new words as you can by changing one letter at a time in the list words below.

One is partly done for you.

mind — mend, ming, find, ...



5. Make a list of at least ten words in which /s/ is spelled with the letter c as in twice and recess.

Skim through the dictionary if you need help.

6. Write as many different sentences as you can by rearranging the word order in the following sentences. Try to form questions as well.

You must include all the words in every rearrangement.

Individual responses

THE YOUNG TEACHER DOESN'T MIND IF
THE NEW MOTHER VISITS AT RECESS TIME.

THE SILVER AND WHITE STRIPED KITTEN
WAS FED RICE TWICE A WEEK.

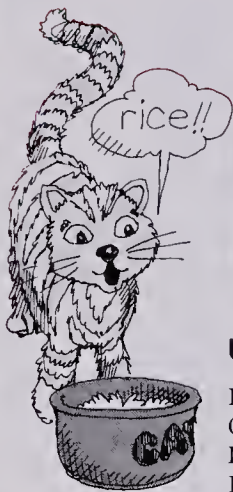
Unit Test

How many words did you spell correctly?

Compare this test with the Pretest.

Did you spell any words incorrectly on both tests?

If you did, look very carefully to see why you are making errors.



Unit Test

Exercise 5: When pupils have collected their words, examine their findings with them and guide them to the generalization that c is only used to spell /s/ when the following vowel letter is e, i or y, as in cell, circle, cycle.

Exercise 6: This exercise in ingenuity requires pupils to write many of the list words in context several times.

Continue to check pupils' recording of their test scores for accuracy. Check also pupils who seem to be making the same mistakes in both the pretest and unit test. Find out whether they are correctly analysing and classifying their misspellings in the pretest, and whether they are studying the words efficiently. They may need remedial work taken from the program for an earlier grade.

Unit 10

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review /o/ and /ō/ together with their spelling patterns /o/ — o; /ō/ — o — c — e.
- To hear and identify the sound /ü/ and to relate it to the spelling pattern: /ü/ — oo.
- To hear and identify the vowel + r sound /ôr/ and to relate it to the spelling pattern **or(e)** as in score.
- To review the spelling patterns involving the endings **ed** and **er**.

Pretest

Dictation

Grape pop is my favorite drink.
Planes dropped bombs on the town.
My dog likes to gnaw bones.
Tell Mia to phone me tomorrow.
That bell has a loud boom.
The weather is cool this morning.
A robber broke into the bank.
The final score was two to four.
Tina stores candies in her desk.
Lisa's dog buried a bone in my yard.
Where is the shopping centre?
We found shells on the shore.
Are you sure you locked the door?
I've dropped my popsicle!
Your jeans are too long, Pete.
Don't push me off the seat.

10

pop
bombs
bones
phone
boom
cool
robber
score
stores
buried
shopping
shore
locked
dropped
too
off

/o/
dropped
robber
locked
shopping
pop
off
bombs
/ō/
bones
phone

Study Helps

- Pronounce the following list words and write them under the correct heading in your notebook.

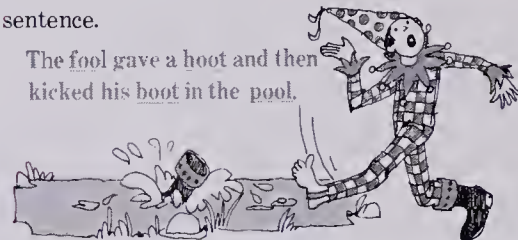
/o/	/ō/

dropped
pop
bones
robber
off
phone
locked
bombs
shopping



- Listen for /ü/ as you say the underlined words in this sentence.

The fool gave a hoot and then
kicked his boot in the pool.



What letter combination is used to spell /ü/?
Write the list words in which you hear /ü/. oo boom cool too

- Listen for the vowel + r sound as you say the underlined words in this sentence.

Here are two more chores for Boris.

This special sound combination is shown as /ôr/?
What letters are used to spell /ôr/? or score stores shore
Write the list words in which you hear this sound.

Pretest

How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.

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Study Helps

Exercise 1: When pupils have completed the exercise, ask them to account for the double consonants in dropped, robber and shopping. Remind them that **ck** is equivalent to a double consonant.

Exercise 2: Before assigning this exercise, review the other two spelling patterns for /ü/ studied in Unit 5.

buried —bury
locked — lock
dropped—drop



4. Write three list words that have the ending *ed*.
Write the *base* words from which they were formed.
Note that the *y* in bury was changed to *i* when *ed* was added.
What changes were made to the other base words?
Why? *The p of drop was doubled. When there is a vowel + consonant ending, the final consonant is usually doubled before adding ed.*
5. The ending *er* can be added to certain base words.

For example: *bake —baker*
run —runner

Write the list word that has the ending *er*. *robber*
Write its base word. *rob*

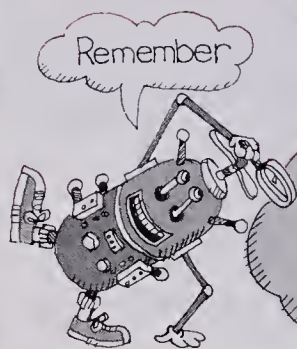
What change in spelling was made? Why? *The b was doubled. When there is a vowel + consonant ending, the final consonant is usually doubled before adding er.*

6. Copy and complete this chart. *before adding er.*

BASE WORD	<i>ed</i>	<i>er</i>
pop	popped	popper
bomb		
rob		
lock		
shop		
drop		
score		
cool		

ed er ←

bombed bomber
robbed robber
locked locker
shopped shopper
dropped dropper
scored scorer
cooled cooler



/ü/ can be spelled oo as in cool
/ôr/ can be spelled or as in store

Exercise 3: Collect from pupils all the vowel + r sound-spelling patterns that they know before dealing with this exercise:

- /är/ spelled ar as in car (Unit 7);*
- /êr/ spelled er as in her (Unit 8),*
- ir as in fir, ur as in spur;*
- /ãr/ spelled air as in chair (Unit 1);*
- /ər/ in unstressed syllables spelled er as in farmer, (Unit 8);*
- or as in doctor, ar as in grammar, and ure in the ending -ture, (chər) as in furniture (Unit 5).*

The spelling patterns for */ôr/* are relatively few:

- or as in for,*
- ore as in chore (the common spelling for a final /ôr/),*
- our as in four, (the commonest words with this spelling are four, pour, your, court, course, source and mourn).*

Exercise 5: The practice of doubling a consonant that follows a stressed short vowel is such a general rule that most native speakers and writers acquire an intuitive grasp of the principle. Those pupils for whom English is a second language will have to learn the rule consciously and deliberately.

Exercise 6: When pupils have completed this exercise, ask them to account for the spelling of bomber (blends are not doubled), locked, (ck is already a double consonant).

Extending Your Spelling Skills

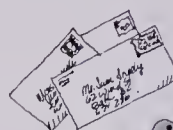
Exercise 1: Make sure that all pupils understand the instructions. If there are pupils who find it difficult to compose sentences using given words, develop some sentences orally, based on the first two or three sets; then let them try the remainder on their own. Remind pupils to proofread their sentences; they could do this individually, in pairs or in groups.

Draw pupils' attention to the spelling of the vowel sounds in the non-list words.

Exercise 2: When the sentences have been written, you could discuss with pupils the meaning of *er* when it is added to verbs; ask also for another meaning when the suffix is added to words like deep (Unit 8).

Extending Your Spelling Skills

- Write five interesting sentences. Include at least *one list word* and *one of these two-word sets* in each sentence. *Individual responses*



loose
mail
boring
brute
loon



clothes
chute
story
tore
flew



- Look at the chart you completed in Exercise 6 in *Study Helps*.

Use each of the *er* words in a sentence to show its meaning. *Individual responses*

- Some of the words in this story are written in pronunciation symbols. Rewrite the story and write all words in their regular spelling.



huge storm tore
A (*hūf*) (*stôrm*) (*tôr*) through our city. Our eyes were
glued to the (*nūz*) on T V. They said there could be
more (*môr*) rain and to check the basement (*fôr*) water.
Three (*pūlz*) were quickly growing. What a (*chôr*) to
stoop down and try to mop it all up with (*tôrnl*)
towels. Before long we realized it was impossible.
We needed help so we phoned the (*res kû*) squad.
They were (*tū*) busy to come. What could we do?

Imagine what happened and finish the story.

Some examples:
pop pip pup pep
dud noon deed
civic refer sees

- A word that can be spelled backward or forward without changing the spelling or the word is called a *palindrome*. For example: Mom Dad did
Make a collection of palindromes beginning with a list word.

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Exercise 3: Remind pupils to say the pronunciation symbols aloud (but quietly and to themselves), in order to determine what words they represent.

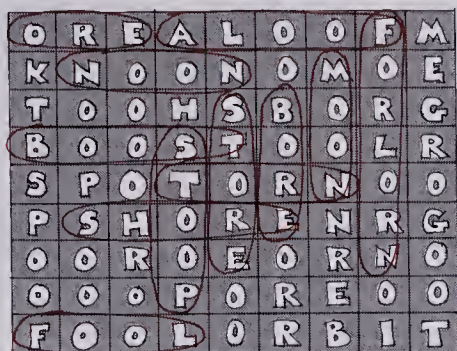
Exercise 4: The list word pop should suggest at least pup, pip and pep; Dad and did suggest dud. The word sees could suggest deed. Other common palindromes are level, civic, noon, refer.

5. Look in *every* direction and write as many words as you can in which you hear /ôr/ or /ü/. (There are at least thirty in this puzzle.)

Some words:

Across: ore
aloof
hoon
boost
torn
shore
fool

Down: stoop
store
bore
moon
forlorn



6. Use the words in the grid below to write at least *ten* sentences. *Individual responses*
Begin anywhere and move up, down or diagonally from one adjoining square to another.
You may return to words as often as you like.

For example: The robber buried the bombs in the store.

PHONE	DROPPED	ON	THE
THE	BURIED	ROBBER	COOL
BONES	BOMBS	THE	IS
ARE	IN	STORE	LOCKED

Unit Test

How many words did you get right on this test?
Record your score on your chart.
If you misspelled any, write them in your problem word list.

47

Unit Test

Exercise 5: The ideal way of completing this exercise is to have pupils circle the words as they find them. Such a method requires a duplicated copy for each pupil.

Remind them to test the diagonals in all four directions. You may have to start some pupils off by helping them find a few words.

Make sure that pupils correctly identify the vowel sounds before they start.

Exercise 6: Although pupils have already encountered a puzzle like this, they may still need some help. Tell them that the sentences they write should be sensible but not necessarily serious.

Check pretest and final test results to find out whether mistakes in doubling occur on both. If such is the case, review exercises 5 and 6 of "Study Helps."

Unit 11

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel + sound /èr/ and to relate it to the spelling pattern **ur** as in hurt.
- To review the sound-spelling relationships: /u/ — **u**; /ū/ — **u** — **c** — **e**; /ü/ — **u** as in truth.
- To hear and identify the consonant sound /zh/ and to relate it to the spelling **s** as in treasure.

Pretest

Dictation

My mother used breadcrumbs to stuff the turkey.

Her husband always drove the car.

Martians are not human beings. The United Nations tries to bring about world peace.

A tulip is a beautiful flower.

Make war on pollution!

Please hurry with the pizza.

Let's go on a treasure hunt.

Because he's been the underdog for so long, I hope he wins this game.

We usually go to the store on Friday.

Visit us during the weekend.

What is four plus four?

My cat is a good hunter.

They had to capture the sick animal.

Keep trying, until you succeed.

The door suddenly blew shut.

stuff
husband
human
united
tulip
pollution
hurry
treasure
underdog
usually
during
plus
hunter
capture
until
suddenly

2. /u/-bus
stuff husband
underdog plus
hunter until
suddenly
/ū/-cute
human
united
usually
/ü/-rule
tulip
pollution
during

Study Helps

- Listen to the vowel + r sound as you say the underlined words in this sentence.

Burt hurt his tongue on the burnt curry mixture.



This special sound combination is shown as /èr/.

What letters are used to spell /èr/? **ur**

Write the list words in which you hear /èr/. **hurry hunt**
Circle the letters that spell /èr/ in each word. **treasure**
capture

- Copy these headings in your notebook:

Pretest

How many words did you spell correctly?
Record any words you misspelled.

Examine where and why you made your mistakes.

Use this information to help you study.

/u/ as in <u>bus</u>	/ū/ as in <u>cute</u>	/ü/ as in <u>rule</u>

Say each list word. In the right columns, write the words that have the vowel sounds listed in the chart.

- Say the word capture. **capture**
Write the word and circle the letter that spells /ch/.

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Study Helps

Exercise 1: This exercise continues the exploration of the vowel + r sounds, pronounced /èr/ and spelled **ur**. In the word mixture, the vowel + r sound occurs in an unstressed syllable and as a result, in continuous speech, the final syllable **-ture** is more likely to sound like /chər/ rather than /chèr/.

Exercise 2: Draw pupils' attention to the diacritical marks in the symbols /ū/ and /ü/. This exercise is partly a review of Unit 5 and partly an introduction of the **u—consonant—e** spelling pattern of /ü/.

The words containing /u/ are simple enough. The division of words between /ū/ and /ü/ is more difficult. The words human and united both have /ū/, spelled u + consonant + vowel. Tulip and during are examples of mixed usage; the original pronunciation

4. Say the word pollution. pollu**ti**on
Write the word and circle the letter that spells /sh/.

5. Say and write the word treasure.
Notice the sound that the letter s represents in this word. This sound is shown as /zh/.
Circle the s that spells /zh/. treas**u**re

usually - usual
suddenly - sudden
pollution - pollute

6. Write the list words that have the endings *ly* or *ion* along with the base words from which they were formed.

7. Write rhyming pairs by matching the words below with list words.

fuss - plus rough - stuff alighted - united
jury - hurry leisure - treasure

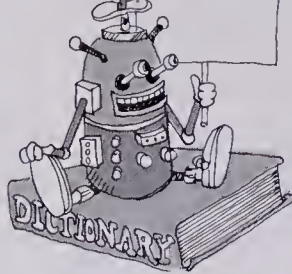


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/ū/ (written (yü) in the dictionary), is still current in some parts and among some speakers, but the /ü/ pronunciation is becoming steadily more general in North America. Usually has /ū/ for its first vowel and /ü/ for the second, although this sound is more often dropped, especially in rapid speech when the word becomes (yüzhələ).

Exercise 4: Again, in the word pollution, it is advisable to treat /shən/ spelled **-tion** as a unit. Remind pupils of the words in the Math Special Unit: addition, subtraction, etc.

Exercise 5: Discuss with pupils the anomalies of the spelling of treasure, **ea** for /e/, **sure** for /zhər/.



drom-e-dar-y (drom'ə der'ē)
a swift Arabian camel
raised for riding and
racing, usually having one
hump.

drop (drop) **1** a small,
roundish mass of liquid,
usually formed in falling: a
drop of rain, a drop of
blood. **2** an object that is
small and roundish,
resembling such a mass: a
cough drop, a lemon drop.
3 fall or let fall in such
small masses of liquid:
Rain drops from the sky.
He had to drop some
medicine into his sore eye.
4 a very small amount of
liquid: She takes just a
drop of milk in her coffee.
5 drops, pl. liquid medicine
given in drops: The doctor
gave her some drops for
her ear. **6** the distance
down; the length of a fall: a
drop of ten metres.

Extending Your Spelling Skills

1. You probably use the dictionary most often to find the meanings of words. You need to know how the dictionary helps you to find meanings.

1. The dictionary gives *definitions* or explanations for every entry word. Many words have more than one definition. You need to choose the definition that fits the meaning of the sentence in which the word is used.
2. The dictionary gives *examples* of the way a word is used in a sentence.
3. For some entry words, the dictionary gives a picture which helps you to understand the word.

Use the dictionary entries at the left and answer these questions.

an Arabian camel

What is a dromedary? Which part of the entry gave you the clearest idea of a dromedary? ... *having one hump*

If the doctor gave you some drops, what would you get? What part of the entry gave you the clearest answer to the question? ... *liquid medicine given in drops*

If you asked your mother for a drop of ice cream, how much would you get? How do you know? ... *a small amount drop means a small amount*

2. Say each of the following words carefully. Then write each word, completing it with the letter *s* or *t* depending on whether you hear /zh/ or /ch/.

pleasure	plea-ure	nature	na-ure	leisure	*lei-ure
capture	cap-ure	treasure	treas-ure	departure	*depar-ure
picture	pic-ure	mixture	*mix-ure	measure	*mea-ure
usually	u-u-ally	usual	*u-ual	vulture	*vul-ure
furniture	furni-ure	facture	*fac-ual	enclosure	*enclo-ure

Use the words with asterisks (*) in sentences to show their meanings clearly.

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Extending Your Spelling Skills

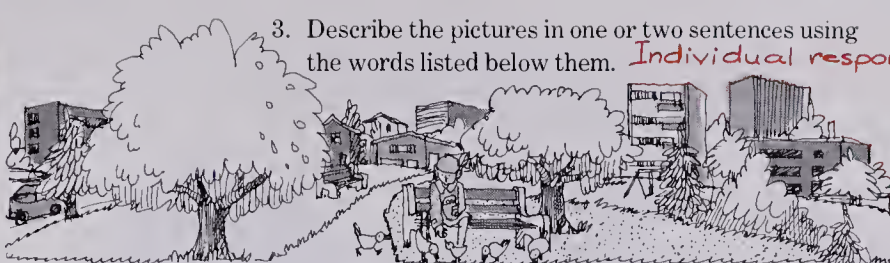
Exercise 1: Make sure that pupils understand the three ways in which dictionaries help us to understand the meaning of words. You may want just to discuss this exercise with pupils rather than having them write the answers to the questions.

For some pupils, you will need to provide more practice in other language periods.

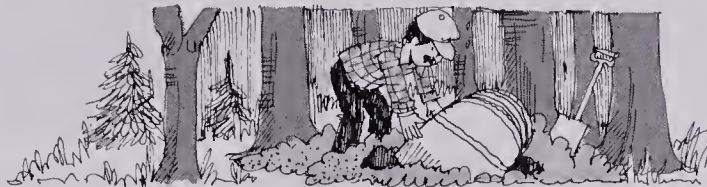
Exercise 2: Pupils will have to complete each word and say it. When they have written the words they should check the spelling in a dictionary. It might help to reinforce the sound-spelling patterns if they were to write the words in columns, using their own headings, or, if that is thought to be too difficult, they could be given the headings /zh/ — *s* and /ch/ — *t*. However the classification is done, the important relationship to bring out is that both letters are followed by *u*, so that pupils think in terms of *-ture*, *-sure* and *-sual*.

Exercise 3: Remind pupils that they are not expected to write a story but to put as much of the picture as they can into one or two sentences only. Suggest they should also use as many list words as they can.

3. Describe the pictures in one or two sentences using the words listed below them. *Individual responses*



pollution usually controlled parks



hunter suddenly treasure found

4. Copy and complete this chart.

BASE WORDS	ed	ion
pollute	polluted	pollution
separate		
hesitate		
object		
interrupt		
invent		
prevent		
construct		
destruct		

ed ion ←
 separated separation
 hesitated hesitation
 objected objection
 interrupted interruption
 invented invention
 prevented prevention
 constructed construction
 — destruction

Unit Test

Did you make a perfect score?

If not, compare this test with the Pretest to see if you spelled any words incorrectly both times.

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Unit Test

Exercise 4: Lead pupils to the generalization that all the base words in this exercise end in /t/; when **-ion** is added, the sound is /sh/ but the spelling is still **t**.

Check carefully the spelling of pollution, measure and capture. If any pupils still misspell any of the words, help them diagnose the cause of their problem and suggest they use the five-step method to learn the word.

Unit 12

Objective

To review and extend the use of those high-utility words listed in Units 7-11.

Enabling Objectives

- To review and demonstrate understanding of the following sound-symbol relationships: /är/ — ar; /ër/ — er, ur; /ôr/ — or; /s/ — s, ss.
- To know and be able to apply spelling rules governing changes in the base word when certain endings are added to it.
- To demonstrate knowledge of pronunciation symbols, apostrophes, and capital letters.

Looking Back

This is a review unit; thus no pre-test is suggested. Pupils should spend time in this unit reviewing and restudying the words in their problem lists. You may wish to arrange individual pretests by having pairs of pupils dictate each other's problem lists. The results will guide pupils to the words and spelling generalizations that they should concentrate on in this unit.

You may need to individualize the activities by assigning only certain activities to some pupils.

If you have a special group of pupils who seem to need extra help, conduct the exercises orally and have them write and check their responses under your direct supervision.

Looking Back

/är/ — ar
apart bars starts
arms starting guard

/ër/ — er, ur
player laser camper
eater eaters deeper
either silver herself
robber hunter treasure
capture hurry underdog

/ôr/ — or
score stores shore

1. Copy this chart and write in as many examples as you can find from the word lists of Units 7—11.

/är/ — ar	/ër/ — er, ur	/ôr/ — or

2. Copy these list words and underline the endings *ed*, *er*, *ly*, *ion*.
Write the base word from which each was formed.
Two are done for you.

player — play	dropped — drop	passed — pass
stepped — step	pollution — pollute	usually — usual
united — unite	hunter — hunt	locked — lock
robber — rob	slipped — slip	captured — capture
suddenly — sudden	eater — eat	camper — camp
decided — decide	buried — bury	screamed — scream

3. Say the following picture words.
Write only the ones in which you hear /s/.

/s/
swing
stripe
rice
spilled

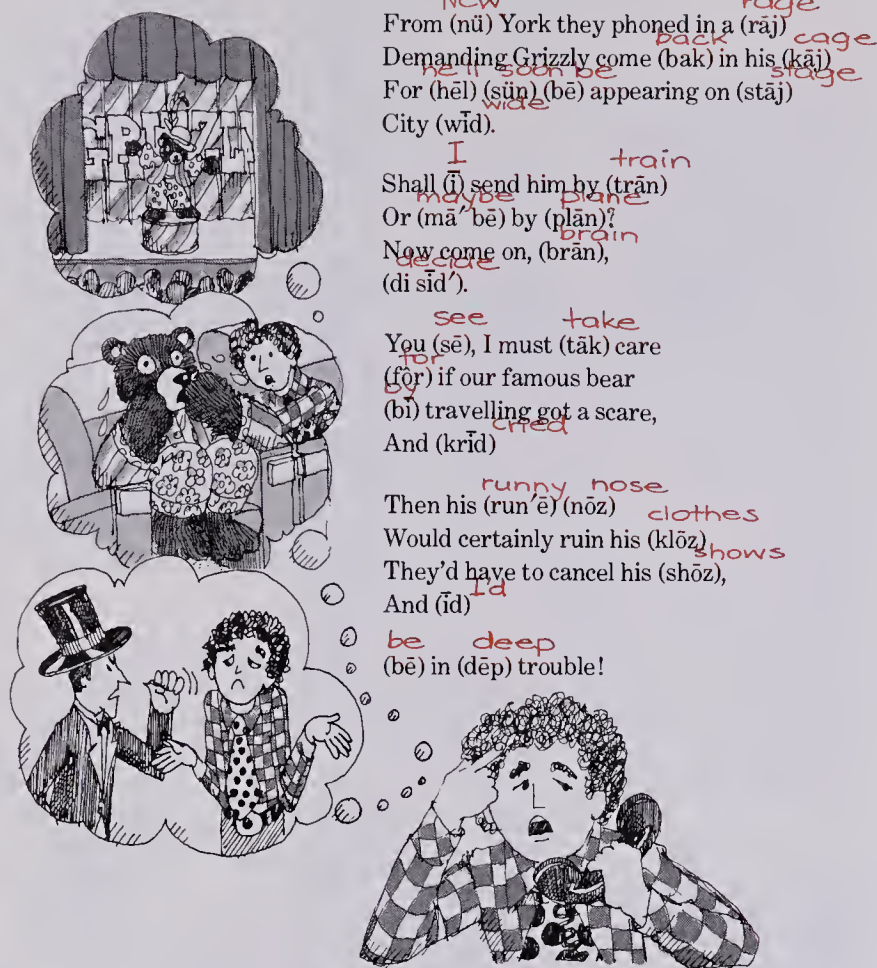


Exercise 1: This exercise will give pupils an overview of the vowel + r sound-spelling relationships. If you have not distinguished /ër/ and /är/, all the **-ure** words and all the **-er** derivatives (robber, teacher, etc.) should appear in this list.

Exercise 2: In effect, this exercise tests pupils' knowledge of these rules and will direct their efforts to concentrated study.

Exercise 3: You could make sure that pupils correctly identify the picture words or you could allow them to make their own interpretations and require them to give reasons for omitting words. The inclusion of frogs will indicate that pupils either do not hear the difference between the plural /s/ and /z/, or are being influenced by their knowledge of the spelling to assume they hear /s/.

4. Some words in this poem are written in pronunciation symbols. Read the poem. Then write it in your notebook in regular spelling.



The illustration shows a boy in a checkered shirt thinking. His thought bubbles contain: 1) A bear in a cage with a man behind bars. 2) A bear in a chair with a man next to it. 3) A man in a top hat talking to the boy. The boy is holding a magnifying glass over his head.

New rage
From (nū) York they phoned in a (rāj)
Demanding Grizzly come (bak) in his (kāj)
For (hēl) (sūn) (bē) appearing on (stāj)
City (wīd).
I train
Shall (ī) send him by (trān)
Or (mā bē) by (plān)?
Now come on, (brān),
(dī sīd').
see take
You (sē), I must (tāk) care
(fōr) if our famous bear
(bī) travelling got a scare,
And (krīd)
runny nose
Then his (run ē) (nōz) clothes
Would certainly ruin his (klōz)
They'd have to cancel his (shōz),
And (īd)
be deep
(bē) in (dēp) trouble!

Did you use capital letters and apostrophes where they were needed?

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Exercise 4: Some pupils should be able to manage this exercise on their own. With the others, go over the poem orally and help them identify the pronunciation symbols, then leave them to write out the poem. Conduct the checking of spelling, capitals and apostrophes as a group activity.

5. Use the SAY LOOK COVER WRITE CHECK study method to review any of these words that you find difficult to spell.

guard	people	knee
treasure	bombs	buried
either	capture	pollution
decided	phone	recess
usually	during	except

6. Have your teacher or a friend dictate these sentences to you.

The hunter tried to capture the animal during its sleep.
The guard leaned against the locked gate.
Either his knee was badly hurt, or it was broken.
We usually hurry to our room after recess.

7. Rotor Robot is writing tongue twisters. Help Rotor proofread for spelling errors. Then write these tongue twisters correctly in your notebook.

The ~~news~~ ^{knee} of Nanney's ~~kenea~~ ^{knee} is not ~~knew~~ ^{knee} news since we knew Nellie knew.
Jerry ^{trapped} ~~trapt~~ and trained the tenth ~~toad~~ ^{too} to do tricks ~~to~~.
Suddenly ^{sneaky} ~~suddenls~~ ^{spilled} ~~spilled~~ Sally ^{stuffed} ~~stuf~~ and started screaming.

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Exercise 5: This exercise furnishes an opportunity to review the five-step spelling procedure; for example,

Look at the word letter by letter from beginning to end; then close your eyes and try to "see" the whole word in 'your mind's eye.'

Say the word carefully with the proper pronunciation; then say it again syllable by syllable.

Cover the word.

Write the word.

Check the spelling, letter by letter, with the word in the list.

If you have spelled the word correctly, write it once or twice more, checking each time, to fix it in your memory once and for all.

If you have misspelled the word, start again from the beginning.

It is important to go through all the steps in the learning process since you cannot know which one is the weak link.

Exercise 6: Read all four sentences once with normal intonation and at a normal pace. Then read each sentence again also with normal pace and intonation, encouraging pupils to write the complete sentence. If you find pupils cannot manage, try breaking the sentence up into meaningful word groups:

The hunter tried / to capture the animal / during its sleep.

Remind pupils to check their work for capital letters and punctuation as well as for spelling.

Exercise 7: The correct spelling of the final word in the second sentence depends on whether you see the tenth toad as pupil or audience.

8. Pick one word from each column to form a sentence.

For example:

The treasure was missing again.

Write at least nine more interesting sentences by choosing different combinations of words. *Individual responses*

The	player	is	starting	apart
A	guard	are	missing	again
Some	people	was	hiding	deeper
Each	bombs	were	scream	herself
Those	underdog	has	strike	twice
Their	treasure	have	finish	too
Sneaky	bones	can	capture	off
My	robbers	will	dropped	suddenly
Either	campers	might	buried	tenth
Your	husband	shouldn't	spilled	usually
That	hunters	isn't	decided	him

(Did you know more than one thousand sentence combinations are possible?)

Review Test

Exercise 8: This exercise requires pupils to write at least two list words in each sentence. The sentences should be grammatically acceptable and make sense (though not necessarily serious sense). Complications can be introduced by restricting the number of times a word may be used.

Sentences should be checked for grammatical errors such as lack of agreement in number between subject and verb and inappropriate verb forms (has strike, will dropped, etc.).

Given the number of possible sentences, this exercise could be a standing challenge to students to add fresh examples throughout the year to see how many can be found.

You may wish to select certain words that have particular problems from the previous five units as a test for all pupils. If you did this in Unit 6, and had pupils record their results, continue the procedure with this unit.

Special Unit: Science Words

Objectives

- To develop an awareness that each subject has its special vocabulary.
- To learn to spell frequently occurring words connected with science.

Teaching Suggestions

For general suggestions, see the previous special unit, "Mathematics".

Exercise 1: First have pupils say the words and make sure they can pronounce them all correctly; then have them do the exercise. If most of the words are unknown to the class, pupils could look up the meanings of the words in the dictionary first and then write the word and a brief definition.

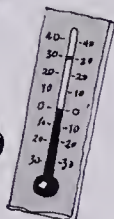
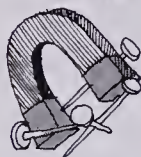
Alternatively, you could substitute a completely different list of words derived from the branch(es) of science pupils are studying or will be studying during the year. Further exercises on those science words could be devised, modelled on the remaining exercises in this unit.

Point out to pupils that they have three **-ion** words and a **-ture** word for their lists.

Science Words



experiment	atmosphere	reptile	cocoon
magnet	temperature	mammal	pollen
planets	evaporate	blood	camouflage
erosion	hibernation	skeleton	adaptation



1. Write the word that matches each definition:

- the air that surrounds the earth **atmosphere**
- a cold-blooded animal that crawls **reptile**
- spending the winter in sleep **hibernation**
- a piece of metal that attracts iron **magnet**
- a test to find out something **experiment**
- wearing away by wind or water **erosion**
- remove moisture **evaporate**
- a warm-blooded animal **mammal**
- the bones of the body **skeleton**
- the heavenly bodies that move around the sun **planets**
- the degree of heat or cold **temperature**
- a change to different conditions **adaptation**
- the appearance of something that makes it look like its surroundings **camouflage**
- fine, yellow powder found in flowers **pollen**
- the case in which a caterpillar changes into a butterfly **cocoon**
- the red liquid in your veins **blood**

2. Read the following base words.

Write the list word that is formed from each base word. Circle the ending that was added to the base word.

adaptation erosion hibernation temperature
adapt erode hibernate temperate

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Exercise 2: Draw pupils' attention to the difference between the construction of adaptation and hibernation.

Ask pupils to give a word from the Math Special Unit that shows the same changes as erode — erosion.

It might interest pupils to know that in the past, they have been dealing mainly with words derived from Old English, or words entering the language from

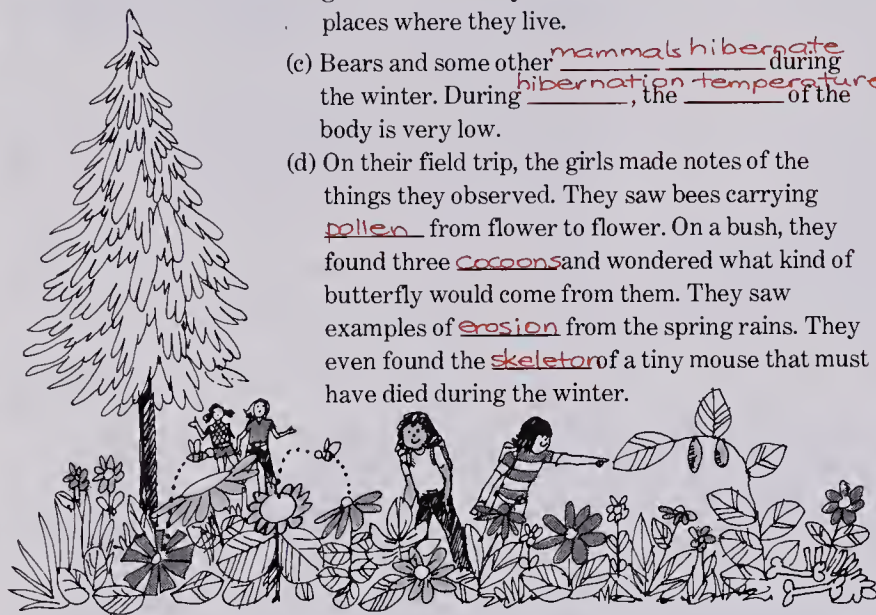
medieval French and by now thoroughly anglicized. Now they are encountering words that derive mainly from Latin and have come into English in the last two or three hundred years, retaining many of their Latin forms.

3. Write the list word that matches each pronunciation.

cocoon (kə kün') planets (plan' its) blood (blud)
 camouflage (kam ə flāzh') experiment (eks per ə ment') reptile (rep' til)
 pollen (pol' ən) atmosphere (at mäs fer') magnet (mag nit)

4. Complete these sentences with list words. (You may have to add an ending or change the form of the list word.) Write the completed sentences in your notebook.

- (a) The pupils were doing an experiment that would help them understand how changing the temperature of water causes it to evaporate into the atmosphere.
- (b) The camouflage of some reptiles and mammals is so good that it is very difficult to see them in the places where they live.
- (c) Bears and some other mammals hibernate during the winter. During hibernation, the temperature of the body is very low.
- (d) On their field trip, the girls made notes of the things they observed. They saw bees carrying pollen from flower to flower. On a bush, they found three cocoons and wondered what kind of butterfly would come from them. They saw examples of erosion from the spring rains. They even found the skeleton of a tiny mouse that must have died during the winter.



5. Keep a special list of other science words that you will need to learn to spell. Individual responses

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Exercise 3: Remind pupils to say the words aloud according to the pronunciation symbols in order to identify them. The words blood, bloody and flood are the only ones in which /u/ is spelled oo. Camouflage is one of a comparatively small group of words that have a final /zh/, like rouge, beige, garage, corsage. They have all come into the language fairly recently and retain the French pronunciation of the final -age, /äzh/. Camouflage dates from World War I (1917).

Exercise 4: Some pupils may have difficulty in completing the sentences if they are unfamiliar with some of the facts and concepts involved. You can either work through the exercise orally with the whole group and then have them write the sentences in their notebook, or you could devise an entirely fresh set of sentences, based on the science with which your pupils are familiar.

Exercise 5: It would be most valuable for pupils to keep word lists of the technical terms of all the subjects they study.

Unit 13

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review the use of a doubled consonant after a stressed short vowel.
- To review the sound /ār/ and to relate it to the spelling patterns **are** as in dare and **arr** as in Harry.
- To review the words in which /f/ is spelled **gh**.
- To relate the sound /əl/ to the spelling pattern **le** as in cattle.

Pretest

Continue to help pupils avoid anxiety and tension when writing the pretest by assuring them that no stigma or blame is attached to the result of the test and that the records they keep are to help them mark their progress.

Dictation

Our attic is very hot in the summer.

Do you happen to know his name?
The baby drank a whole bottle of milk.

Mike yelled with pain.

Stop yelling at the dog!

The prince asked the princess to marry him.

Please carry this parcel.

He was calling from upstairs.

Raw apples are my favorite fruit.

Our team will battle its way to the top.

A rustler stole all our cattle.

Let's go digging for clams.

Rick has a bad attack of flu.

13

attic
happen
bottle
yelled
yelling
marry
carry
calling
apples
battle
cattle
digging
attack
grabbed
surprise
laughing

Any seven:
attic bottle
marry carry
apples battle
cattle attack

Pretest

How many words did you spell correctly?
Record any words you misspelled.

Examine where and why you made your mistakes.

Use this information to help you study.

Study Helps

1. Listen for the *short vowel* sounds /a/, /e/, /i/, /o/, /u/ as you say the underlined words in this sentence.

Tommy put more butter into the bitter batter to make better-tasting muffins.



How many syllables do you hear in each of the underlined words? **two**

What do you notice about the spelling of the consonant sound that follows each short vowel sound? **A short vowel sound is followed by a double consonant**
For example: (mʌf'ənz)—muffins **consonant**
(bɛt'ər)—better

Look for the double consonant spelling pattern in the list words and write seven examples. Do not include words that have the ending *ed* or *ing*.

2. Listen for /ār/ as you say the underlined words in this sentence.

Harry dared Barry
to ride the mare.



What letters are used to spell /ār/? **arr are**
Write the list words in which you hear this sound.

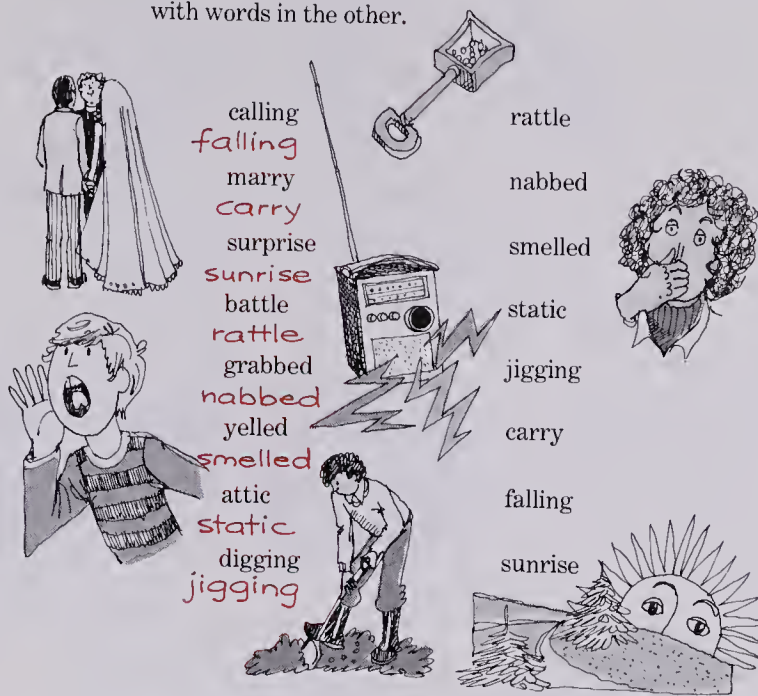
The monkey grabbed a banana.
My cousin paid us a surprise visit yesterday.
We were all laughing merrily.

If pupils show competence in self-correction, write the full list of words on the chalkboard in a column, or have pupils use the word list in their texts. Make sure that pupils check each word carefully as you circulate among them to supervise the procedure.

Be sure that pupils continue to examine each error they make in order to help themselves in their study of each word. Help their analysis of errors by suggesting they locate the error. Was it at the beginning, in the middle, or at the end of the word? Did it involve the vowels or the consonants?

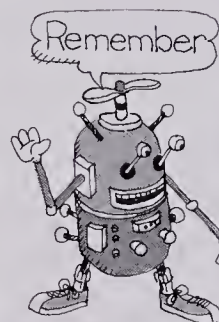
3. The consonant sound /f/ can be spelled with the letter combination gh. Write the list word that has this spelling pattern. *laughing*

4. Write rhyming pairs by matching words in one column with words in the other.



calling	rattle
<i>falling</i>	nabbed
marry	smelled
<i>carry</i>	static
surprise	jigging
<i>sunrise</i>	carry
battle	falling
<i>rattle</i>	sunrise
grabbed	
<i>nabbed</i>	
yelled	
<i>smelled</i>	
attic	
<i>static</i>	
digging	
<i>jigging</i>	

5. Write the list words that end in the letters *le*. *bottle*
battle
cattle



When the first vowel sound of a two-syllable word is short, the consonant following that vowel sound is often doubled, as in happen and bottle.

Study Helps

Use the observed errors of pupils to help in individualizing the work on "Study Helps". Assign exercises on the basis of the diagnosis of errors in the pretest.

Exercise 1: Draw from pupils that the words all have two syllables with the stress on the first syllable.

Exercise 2: The symbol /ă/ corresponds to (er) in the dictionary. Review with pupils the spelling pattern for this sound that they learned in Unit 1 (fair, pair), and reviewed in Unit 6. Words like dare, mare, care, bare, fare also end in the /ă/ sound.

Exercise 3: Review the spelling of laugh and laughed, before dealing with laughing.

Exercise 5: Develop with pupils that /əl/ spelled **-le** is a syllable, although unstressed. A chart of **-le** words could be kept by a group of pupils.

Extending Your Spelling Skills

1. Write answers to these questions using two or more list words in each answer. *Individual responses*
 Why did you yell?
 What happened at the end of the story?
 What did you do when you saw them?
 What did you grab from the attic?
 Proofread your sentences for spelling, punctuation and handwriting *before* someone else reads them.

2. Write at least five different sentences from each group of words listed below.
 Change the order and use some or all of the words to form your sentences. *Individual responses*

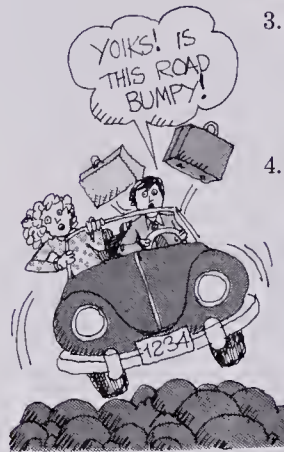
WERE AND THEY LAUGHING ATTIC
 THE YELLING IN

WHEN YELLED GRABBED A JERRY
 HER BOTTLE ATTACKED AND THEY

3. Start a list of words in which /f/ is spelled gh. Add to the list whenever you find a word in other books.
 Here are three words for your list: *Examples:*
 tough rough trough enough cough draught
4. Write the following base words and one or two new forms by adding the endings *er* and *y*.
 For example:

speed—speeder, speedy
 call—caller

string-stringy	silver-silvery	drop-dropper
attack-attacker	carry-carrier	piece-piecer
cream-creamy	bone-bony	curl-curler
bump-bumpy	stuff-stuffy	sneak-sneaky
-bumper	-stuffer	-sneaker



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Extending Your Spelling Skills

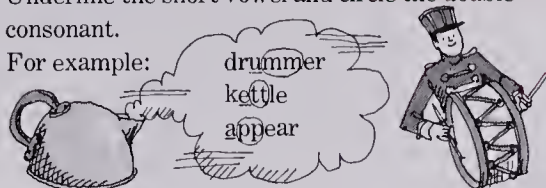
Exercise 2: If pupils are unable to rearrange these words in their head, suggest that they write each word on a small slip of paper and then organize them into sentences. If pupils run out of ideas before they have composed five sentences, remind them that a question is still a sentence, and that they do not have to start the first sentence with "they."

Exercise 3: Suggest pupils divide the list into columns according to the vowel sound.

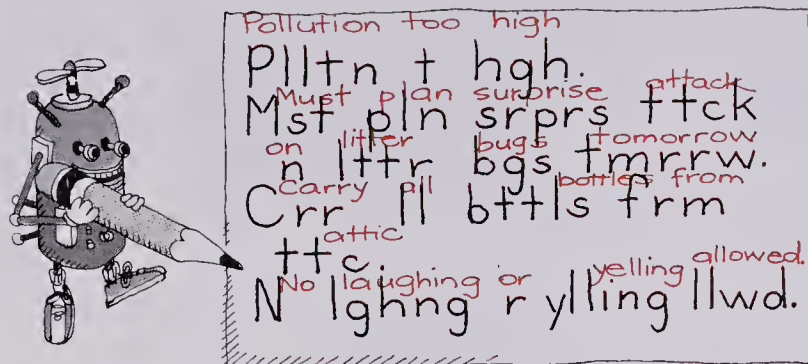
Exercise 4: Have pupils first write all the words they know. Then suggest that, if they have used only one ending, they should check in the dictionary to find out whether they could have made a word with the other ending. Remind pupils to adjust base words where necessary, when adding endings.

5. Search through any book and make a list of two-syllable words that have a short vowel sound followed by a double consonant. *Individual responses*
Underline the short vowel and circle the double consonant.

For example:



6. Rotor had urgent instructions to send to the Can-the-Garbage Club. The message service charged by the letter so Rotor decided to leave out all the vowels. Write Rotor's message in your notebook.



Write an answer to Rotor giving instructions for the surprise attack. Remember to leave out the vowels. Have a classmate read your message.

Unit Test

How many words did you spell correctly?

Mark your chart.

Remember to add any words you misspelled to your problem word list.

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Unit Test

Exercise 5: An interesting extension might be to find words with the consonants that are not doubled, *v* for instance (living, vivid, etc.); words with the combination sounds that are spelled *cc* (suc-ceed, accent, etc.), and words in which /k/ is spelled with a double letter.

Exercise 6: For pupils who have problems with the message, suggest that they compare the "words" in the message with the list words to see whether they can find any that have the same sequence of consonant letters. Alternatively, solve the puzzle co-operatively.

Continue to stress self-correction, analysis of errors, and comparison with pretest results.

Unit 14

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and demonstrate understanding of the following sound-symbol relationships:
/e/ — **ea** as in head, and
/ē/ — **ea** as in teach.
- To review the change in base words ending in y when an ending is added.
- To understand that a word can have more than one meaning.

Pretest

Dictation

Your uncle's death was very sudden.

Angie heads the class in math.

I'll walk ahead of you.

I have two teachers for math.

Beryl is teaching her dog to beg.

I hope you have a good reason for your behaviour.

Let's go out instead of going home.

He's wearing his old sneakers.

Why are you screaming at me?

Your pony is in the meadow.

Are you headed for home now?

That cleaning fluid is strong.

She has already broken her word.

By all means visit me today.

Some flowers are beautiful.

We'll have warm weather soon.

14



Study Helps

1. Listen for /e/ and /ē/ as you say the words spelled with ea in this sentence.

The wealthy leader's health got steadily worse this season.



death
heads
ahead
teachers
teaching
reason
instead
wearing
screaming
meadow
headed
cleaning
already
means
beautiful
weather

/e/ - ea
death
heads
ahead
instead
meadow
headed
already
weather

/ē/ - ea
teachers
teaching
reason
screaming
cleaning
means

Pretest

How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.

Write the ea list words in two columns, one for /e/ and one for /ē/.

Which two list words do not belong in either column?

Why? wearing beautiful
Neither of them have /e/ or /ē/ for ea.

2. Write the base word for each of these list words:

ahead head wearing wear headed head
teacher teach screaming scream teaching teach
cleaning clean heads head already ready

3. Write the base word of beautiful. beauty
What change in spelling was made when ful was added? The y was changed to i.

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Study Helps

Exercise 1: Make sure that pupils do in fact hear the two different vowel sounds spelled with **ea**. The visual stimulus is so powerful it sometimes overrides evidence from the other senses. Have several pupils read the sentence before you ask them to say which word contains which vowel sound.

Explain to pupils that in most words spelled with **ea**, the digraph represents the sound /ē/ as in teacher, reason, etc. There are

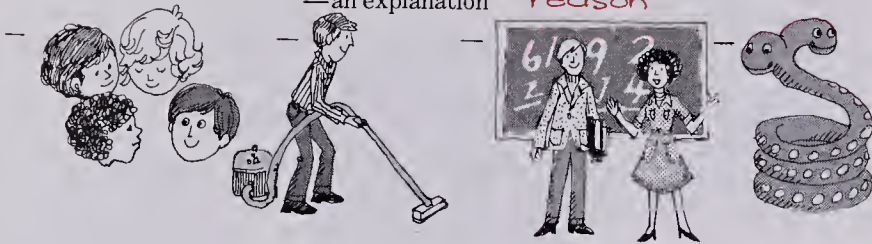
about sixty words in which **ea** represents /e/ as in head, and three or four in which it represents /ā/ as in break, steak, etc. This situation calls for more charts, the /ē/ spelled **ea**, and the /ā/ spelled **ea** — words. A small group of pupils could be given the charts for a project and the attention of the remaining pupils could be drawn to them at intervals, to note which words appeared on each chart and how fast the number grew.

4. Write the list words

- in which you hear /d/. *headed already death ahead*
- in which you hear /s/. *instead meadow heads*
- in which you hear /z/. *teachers instead screaming heads reason means*

5. Write the list words that mean:

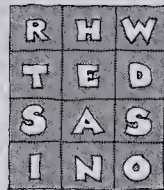
- a grassy field *meadow*
- sunny or cloudy or rainy or snowing *weather*
- yelling *screaming*
- the end of life *death*
- very pretty *beautiful*
- an explanation *reason*



6. Find *six* list words by moving in any direction from one adjoining square to another.

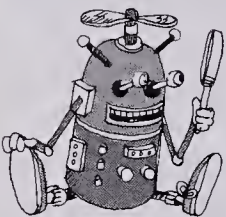
Use each letter many times.

Write the words you find in your notebook.



Some examples:
*read reason
 head instead
 thread death
 son headed
 nose heads
 wheat weather*

Remember



/e/ can be spelled ea as in *weather*
 /e/ can be spelled ea as in *teacher*

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Exercise 3: Warn pupils to make sure that they look carefully at the word beautiful and put the three vowel letters in the right order.

Exercise 4: Remind pupils to say the list word softly to themselves so that they can identify the sounds and then note how each one is spelled.

You could ask pupils to comment on the distribution of /s/ and /z/ in these words. The sound /s/ is found only in the blends **st** and **scr**, and /z/ (spelled **s** in every case) is found finally as an **s** plural and also between vowels in reason.

Exercise 5: If any pupils fail to find list words for any of the phrases, it indicates that they do not know the meaning of all the words. Suggest, therefore, that they check the meaning of all the list words until they find all the answers.

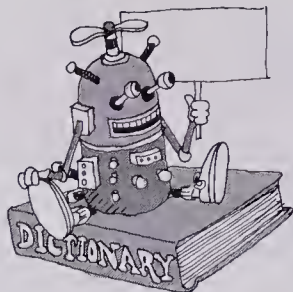
Exercise 6: Besides being a test of ingenuity, this exercise requires pupils to pay attention to the order of letters in a word.

Pupils who can find the six list words easily, could try to find as many other words as they can.

Exercise 2: Throughout this program the term *ending* has been preferred to *suffix*; but it seems necessary to introduce the term *prefix* for the "first element" of ahead. It is advisable to use the term *prefix* in this situation incidentally, as it were, leaving a fuller treatment of the concept to a later unit.

review similar words, compounded with all from which an **l** is dropped; almost, always, altogether.

The word already could be considered a compound word composed of all and ready. You could



a-head (ə'hed) 1 in front; before: *He told me to walk ahead.* 2 forward; onward: *Go ahead with this work.* 3 in advance: *Jim was ahead of his class in reading.* 4 in front, as in a race or game: *The Maple Leafs were ahead 3 to 1.* **get ahead**, succeed: *One needs a good education to get ahead today.* **get ahead of**, a pass: *The runner tried hard to get ahead of his rival.* **b** do better than: *He studied hard to get ahead of the rest of the class.*

Some possible examples:

/e/ death breath
thread bread
health wealth
stealthy wealthy

/ē/ each deal teach
reach lead beach
leaf wheat meat
cheat real seal
meal steam feast

Extending Your Spelling Skills

- Most entry words in a dictionary have more than one meaning. The different definitions that are listed help you understand the word and the ways you can use it.

Look at the entry for ahead on the left.

Read the definitions and the sentences that are given to explain the meaning more clearly.

Write your own sentences to show the different ways in which ahead can be used. *Individual response*

- Write as many words as you can by combining two or more consonants in the big box with ea pronounced /e/ and then with ea pronounced /ē/.

ea-/e/	
d	br l
th	w
st	h th
r	y

ea-/ē/	
l	ch d
b	f
wh	m t
s	r

- Add the endings to the base words and write the new forms in your notebook. What change will you have to make in the base words? *change the y to i*

easy + er <i>easier</i>	heavy + ly <i>heavily</i>
pretty + er <i>prettier</i>	greedy + ly <i>greedily</i>
healthy + est <i>healthiest</i>	happy + ness <i>happiness</i>
fancy + ful <i>fanciful</i>	ready + ness <i>readiness</i>
pity + ful <i>pitiful</i>	carry + er <i>carrier</i>

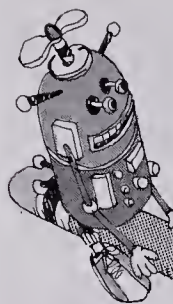
Extending Your Spelling Skills

Exercise 1: Develop with pupils the notion that the different definitions or meanings are all variations on the basic idea that the word conveys. Many differences occur because of the limitations placed on the meaning by the context.

Notice that meaning 1 for ahead is literal and refers to physical relationships; meaning 2 is a metaphorical extension of meaning 1, as are meanings 3 and 4. This pattern of a limited literal meaning and metaphorical extensions is common to many words and should be explored, using other examples. While it would be unwise to attempt to develop the distinction between the terms *literal* and *metaphorical* in detail, pupils should be helped to acquire at least an intuitive grasp of these concepts.

Exercise 2: The words made by pupils must be checked very carefully to make sure that they have not included words in which /ē/ is spelled **ee** — reaf for reef, or deaf under **ea** — /ē/. Suggest that pupils say each word before they write it and, having written it, look hard at it to see whether it “looks right,” and then, if they’re not sure, to check in a dictionary.

4. Rotor Robot made many mistakes in writing the list words. Proofread Rotor's words and write them correctly in your notebook.



screaming meadow easier
~~screaming~~ ~~meadow~~ ~~easier~~
 ahead reason teachers
~~ahead~~ ~~reason~~ ~~teachers~~
 beautiful already instead
~~beautiful~~ ~~already~~ ~~instead~~
 weather means cleaned
~~weather~~ ~~means~~ ~~cleaned~~

5. Begin a suspense story with: *Individual responses*

The weather was beautiful. We were headed for our favorite meadow. But instead of a day full of fun, our hike turned into a disaster.

6. Change the top word into the bottom word.
 Fill in each blank by taking out *one* letter and replacing it with a letter from the bottom word to form a new word.
 One is done for you.

seat	heads	ready	meats	wear
sent	beads	reads	beats	bear
send	beaps	beads	brats	beat
sand	beard	heats	brass	beut
hand			brash	bolt

Unit Test

How many words did you spell correctly?
 Record your score on your chart.
 If you misspelled any words look to see why you were having problems.

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Exercise 6: This is a new form of exercise and will appear again. For this reason, it might be prudent to do the whole exercise orally with the group. The essential part of the conditions is that substitute letters must occur in the bottom word. This restriction is an advantage since it limits the pupils' freedom of choice. On the other hand, it may also give rise to words with which they are not familiar; advise them to check the dictionary if they find that the only word they can make is unknown to them.

Unit Test

Remember to dictate the words in a different order from that of the list.

Exercise 4: You might suggest to pupils that if they have been studying their words by the five-step method and developing a clear mental picture of the words, they should have no difficulty in seeing the mistakes at first glance.

When you check the exercise, you could discuss the mistakes with pupils and have them suggest how they think Rotor Robot came to make them.

Exercise 5: This exercise could spill over into the writing program. Discuss possibilities with slow starters and leave them to choose their own approach based on their concept of a disaster.

Try to find time to discuss each pupil's test result with him/her, particularly with those who have made errors. Discuss their analysis of the errors, and make sure that difficult words are recorded correctly on their charts and in their special lists. Reassure pupils that no blame is attached to making an error; try to emphasize that we learn from our mistakes, particularly if we examine the words carefully to see where the mistake occurred, write the word correctly, and then study it.

Unit 15

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize that the final **e**, in base words ending in **e**, is dropped before adding **ed** and **ing**.
- To recognize that some base words change their vowel instead of adding **ed**, and a few change their final consonant.
- To recognize that in base words with a short vowel and ending in a single consonant, (not a digraph), the final consonant is doubled before adding **ed** and **ing**.
- To apply this knowledge as an aid to spelling verb forms.

Pretest

Dictation

Paul's bicycle landed in the ditch.
I'll be waiting for you here.
She will be excited to see you.
It was a very exciting game.
My coat got spotted with rain.
I cleaned out my desk last week.
The jet crashed into a field.
My books are packed in this bag.
Fishermen were packing fish into barrels.
Is your writing hard to read?
The wagon was loaded with hay.
Sven's dog is chasing my cat.
Stop dreaming and listen to me!
Your telegram reached me yesterday.
Aren't you having any dessert?
I'm making spaghetti for lunch.

15



landed
waiting
excited
exciting
spotted
cleaned
crashed
packed
packing
writing
loaded
chasing
dreaming
reached
having
making

Pretest

How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.

Study Helps

1. Write these list words and the *base* words from which they were formed.

excite excited making make
excite exciting having have

What change was made to the base words when the ending *ed* or *ing* was added? *The final e was dropped.*
Write two more list words that follow this pattern. *writing chasing*

2. How does the spelling change when a base word ends in a short vowel + consonant and the ending *ed* or *ing* is added? *The final consonant is doubled.*
Write the list word that follows this pattern. *spotted*

3. Write the base words from which the list words were formed.

To which *three* base words can you NOT add *ed*?
write have make

4. Write list words that match these descriptions.

- has three vowel sounds *excited exciting*
- is pronounced (pakt) *packed*
- has the same vowel sound as *wrote* *loaded*
- Its base word is a homophone for *weight*. *waiting*
- represents a vowel sound with the letter combination *ea* and ends in *ed* pronounced /t/
- begins with a consonant blend, has /ē/, and ends in *ed* *reached*
- begins with /r/ and has /i/ in it *writing*

66

Study Helps

Before assigning any of the following exercises it would be advisable to check pupils' understanding of the **-ed** and **-ing** verb forms. You could illustrate the use of these two forms by presenting sentences based on the pattern of the following:

Yesterday we painted the bathroom; tomorrow we shall be painting the kitchen.

Yesterday I skated on the pond; tomorrow I shall be skating at the rink.

Yesterday I wrote to my friend; tomorrow I shall be writing to my grandmother.

When you have discussed the relationship between time and the verb forms, give pupils an exercise based on the formula "Yesterday ; tomorrow" with either specific verbs or verbs of their own choosing.

5. Read these dictionary pronunciations. Write each word in its regular spelling.

(wāt'ing) <i>waiting</i>	(krasht) <i>crashed</i>
(chās'ing) <i>chasing</i>	(rēchd) <i>reached</i>
(lōd'id) <i>loaded</i>	(hav'ing) <i>having</i>
(klēnd) <i>cleaned</i>	(ek sīt'ing) <i>exciting</i>
(rīt'ing) <i>writing</i>	(māk'ing) <i>making</i>

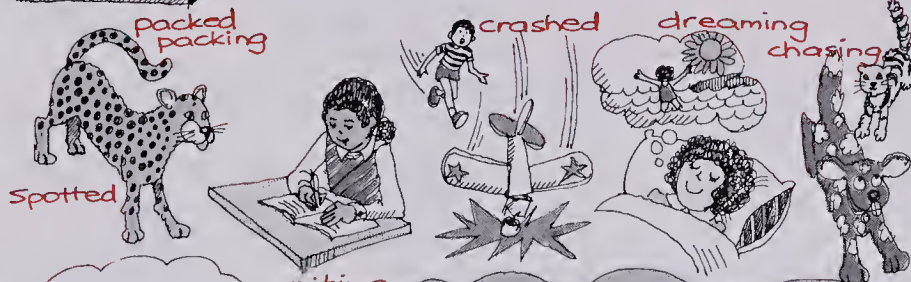
6. Write a sentence for each group of list words below.
Add only words in which you do NOT hear /ē/.

Individual responses

landed crashed excited	making spotted chasing
------------------------------	------------------------------



7. Write list words that match these clues.



Remember

If a base word ends in e, the e is dropped before adding *ed* or *ing*.

excite—excited, exciting

If a base word ends in a short vowel + consonant, the consonant is doubled before adding *ed* or *ing*.

stop—stopped, stopping

67

Exercise 1: Most pupils will by now be quite familiar with the dropping of a final e before adding *-ed* or *-ing*. If any newcomers have problems, go over the exercise orally and give them more examples such as skating, riding, named, noted, using, etc.

Exercise 2: It may be that some pupils cannot answer the question because they do not understand the terms *short vowel* and *consonant*, or because they do not know the principle of doubling the final consonant in these circumstances. Check the source of any errors and review the material involved.

Exercise 3: Make sure that pupils know the past forms of have, make and write.

Exercise 4: The results of this exercise will show which pupils are not distinguishing sounds from letters, do not understand pronunciation symbols, or cannot follow instructions. The value of this exercise lies in the necessity of close examination of the list words, and on a careful relating of sounds to spellings.

Exercise 5: Remind pupils to say the words aloud before they write them.

Exercise 6: Make sure that pupils understand the instructions and the limitations placed on their choice of added words.

Extending Your Spelling Skills

Exercise 1: It might be valuable to have pupils underline the irregular forms that they enter.

Note that speed has sped and speeded.

Exercise 2: In essence, pupils have to find verbs that would fit the four categories and to write them in the appropriate form.

This exercise can involve the concept of classification to a greater or lesser degree as you wish. The category "Food" could include methods of consuming, preparing, or even producing food; "Movies" could be interpreted in equally various ways. You could, therefore, restrict the interpretation of the heading, demanding words from a single aspect of each subject or leave the field wide open.

Extending Your Spelling Skills

1. Complete this chart in your notebook.

Pupil activity



Base word	ing	ed or irregular form	Base word	ing	ed or irregular form
win			train		
bomb			swing		
step			strike		
rob			attack		
speed			guard		
stand			slip		
shop			carry		
sell			miss		
phone			wear		
store			marry		

Did you notice that, for some words, we do not use the base word + *ed* forms?

When this happened, did you write the irregular forms?

2. Copy and complete this chart by filling in words that describe each subject and have the endings *ed* or *ing*.

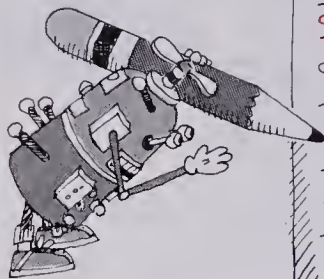
Four squares are done for you. *Individual responses*

FOOD	MOVIES	SPORTS	SCHOOL
gulping	starred	scored	reading

Some possible responses: chewing[↑] showing[↑] kicked[↑] writing[↑]
 swallowed exciting swimming spelling
 eating boring running counted
 drinking amused jumped singing

Exercise 3: As in previous units, allow some pupils to tackle this exercise on their own, but work through it orally with others. Proofreading is a skill that all pupils should acquire if they are to be independent in their writing. Furthermore the supervision of the activity of pupils who require extra help, could result in your discovering some of their problems and needs.

3. Rotor Robot is writing in a diary. Proofread Rotor's writing and write it correctly in your notebook.



Sunday was ^{exciting} ~~exciting~~.
We had ^{loaded} ~~loaded~~ the car
by nine ^{o'clock} ~~o'clock~~. I was
sitting and waiting
when.... BANG! A ^{motor-} ~~motor-~~
^{cycle} ~~cycle~~ crashed into a
tree ^{right} ~~right~~ outside our
house. The rider landed
^{against} ~~against~~ our car. I called
Dad and Dad took the
man to the ^{hospital} ~~hospital~~.
We had to ^{wait} ~~wait~~ an
hour before we could
leave for the ^{fair} ~~fair~~. I
had a ^{great} ~~great~~ time at
the fair.

4. Write three sentences making sure each word begins with the last letter of the word that came before it.

Start with: **Individual responses**

Five excited ...

I'm making ...

Ted dreamed ...

5. Look at the base words you wrote in Exercise 3 of *Study Helps*. Choose five base words to which you can add the ending *er*. Use the new forms in sentences.

For example: **Individual responses**

The waiter brought our dinners.

Unit Test

How many words did you get right on this test? Be sure to record your score. Write any words you misspelled on your problem word list.

Exercise 4: Write the first sentence co-operatively to make sure that pupils understand the instructions. Demonstrate that the sentences need not be long and that the activity should be fun.

Exercise 5: As an extension, you could discuss some of the less obvious verbs and consider what a "chaser" or an "exciter" might do. Then have pupils check the words in a dictionary to find the real meaning, if any.

Unit Test

Check to see which pupils are showing themselves to be proficient in self-correction, the diagnosis of their misspellings, and the marking of their charts, to the extent that they could be allowed independence in these activities. You will thus be afforded more time to help pupils who need individual guidance.

Unit 16

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review the vowel sound /ō/ and to relate it to the following spelling patterns: /ō/ — **ow**, **oa**, **ol** (as in old).
- To learn to spell words commonly related to sports activities.

Pretest

Dictation

I want to compete in the Olympics.

Joanna won a trophy in the tennis tournament.

The announcer told us the race was about to start.

I heard the news on the radio.

Ask Johann to coach you in hockey.

You can coach him in football.

I'll show you how to throw the ball.

Baseball is a very popular sport.

Trina would like to become a sports announcer.

I want to become a coach.

Our goalie made a terrific save.

Horse races are exciting to watch.

I like to travel by plane.

He has lived in two countries.

My cousin is coming to Canada.

We watched the hockey game on TV.

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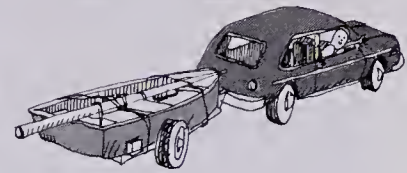
Olympics
trophy
announcer
radio
coach
football
throw
sport
sports
become
goalie
races
travel
countries
Canada
watched

Olympics
coach
trophy
throw
radio
sport(s)
goalie

Study Helps

- Listen for the vowel sound /ō/ as you say the underlined words in this sentence.

Did you know that we sold our old row boat?



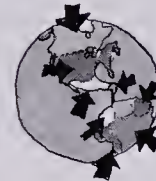
What letter or letter combinations are used to spell /ō/? **o ow oa**

Write the list words in which you hear /ō/.

- Write the list words in which:

—/f/ is spelled ph **trophy**
—/s/ is spelled c **races announcer**
—/k/ is spelled c **Olympics coach become**
—/i/ is spelled y **Olympics countries Cana**
—/ē/ is spelled y **trophy**
—/ē/ is spelled ie **goalie countries**
—/ā/ is spelled a-consonant-e **races**

- Write the list words that are plurals. **Olympics countries races sports**



Pretest

How many words did you spell correctly? Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.

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Study Helps

This unit presents a number of words that have irregular spelling patterns that consequently must be learned by the five-step learning method. A discussion of the ways in which these words diverge from regular patterns could have several advantages. Pupils will be reviewing regular spelling patterns, and will be alerted to the necessity for identifying words that show irregularities, and to the spelling peculiarities of such words.

Exercise 1: Review with pupils the spelling patterns for /ō/ that they have already met, **o** — **consonant** — **e**, **oa** (Unit 4), and **ow** (Unit 14). Remind them of the few words in which it occurs finally and is spelled **o** (go, no, so, ago, etc.) Identify the patterns in the example sentence. Draw their attention to the /ōld/ spelled **old** in old and sold, and ask pupils for other examples. At this point you could also introduce /ōlt/ spelled **olt** as in bolt, colt, jolt, etc. Compare these patterns with other

4. Write the list words to match each of these pictures.



Is your list of ten words in alphabetical order? They should be if you wrote the correct list word for each picture.

5. For each of these words write a rhyming list word.

grow	throw	gravel	travel
laces	races	poach	coach
snort	sport	install	football

Are the spelling patterns the same in the rhyming pairs? **Yes**

6. If these words are still difficult for you to spell, use your study method with each one.

Olympics	announcer
trophy	watched
countries	

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Exercise 2: Ask pupils to give words in which /f/ is spelled **ph** that they have just studied (phone in Unit 10, graph in Mathematics unit). Since Ancient Greece is going to appear in this unit in connection with the Olympic Games, it might be an opportune time to point out that **ph** is a transcription of a Greek letter that spelled /f/, from which piece of information we can infer that words with this spelling have been borrowed from Greek.

You could also ask pupils for the list words in which /u/ is spelled **o** (become), and **ou** (countries), and /o/ is spelled **a** under the influence of a preceding /w/.

Exercise 5: As an extension of this exercise, you could ask pupils to find other rhyming words that demonstrate the same spelling pattern. The results could then be examined so as to develop in the pupils, an awareness of the uniformity and frequency of these spelling patterns.

Exercise 6: Review the five step study method, briefly, to ensure that all pupils know how to use it.

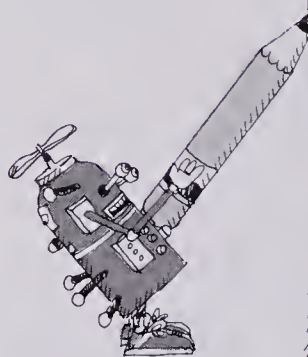
combinations of **o + blend** and note the difference in the pronunciation of the **o**: bolt/bond, sold /soft, hold/honk. It might be useful to elaborate the common pattern for long vowels, vowel + consonant + e, into the more general pattern, vowel + consonant + vowel, as in trophy and radio.

Extending Your Spelling Skills

1. Write this list of Olympic sports and the base words from which they are formed. Two are done for you.

athletics—athlete	gymnastics - <u>gym</u>
basketball—basket, ball	weightlifting - <u>weight</u> , <u>lift</u>
rowing - <u>row</u>	handball - <u>hand</u> , <u>ball</u>
canoeing - <u>canoe</u>	boxing - <u>box</u>
cycling - <u>cycle</u>	wrestling - <u>wrestle</u>
fencing - <u>fence</u>	swimming - <u>swim</u>
	volleyball - <u>volley</u> , <u>ball</u>

2. Help Rotor proofread this introduction to a project on the Olympic Games. Write the paragraphs with correct spelling in your notebook.



The first Olympic games were held over 2700 years ^{ago} ago in 776 B.C. at a group of temples, arenas and ^{fields} fields in Greece called ^{olympics} olympics. The ancient Greeks held this event every ^{four} four years to honor ^{their} their gods and to gather ^{people} people together to trade, ^{feast} feast, and talk. In the beginning there was ^{competition} competition only in track and field events. ^{Running} Running and chariot races were most popular. Today, in the Olympic games athletes from ^{countries} countries all over the world compete in twenty-one different sports.

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Extending Your Spelling Skills

Exercise 1: Have pupils check their own work by consulting a dictionary. Ask them to supply another word related to gymnast and explain what it means.

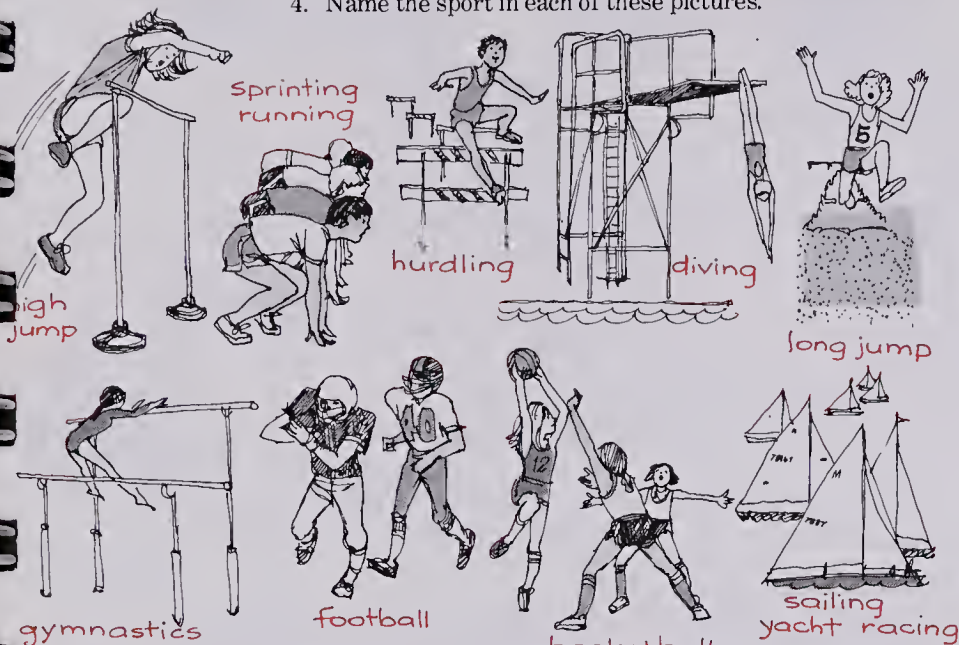
Exercise 2: Allow some pupils to work on this exercise on their own; remind them to check pronunciation and capitals, as well as spelling. Have those who require more individual attention participate in a group oral presentation of this vital activity. Give them guided practice in proofreading and diagnose weaknesses. To help pupils who misspell competition, link the word with compete in which the second syllable is stressed.

3. Write as many sentences as you can by moving in any direction from one adjoining square to another. Re-use the words as many times as you like. *Individual responses*

For example: The coach watched the races.

THE	WATCHED	RACES
ANNOUNCER	COACH	THE
WILL	GOALIE	OLYMPICS
THROW	THE	FOOTBALL

4. Name the sport in each of these pictures.



Write a few sentences describing one of the sports.

Individual responses

Unit Test

Did you get a perfect score?
Be sure to record it!

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Exercise 3: If any pupils require more assistance with this type of activity, get them started by a guided discovery of two or three sentences. Remind pupils that they may use questions if they wish. If there are any pupils who are uncertain, try letting them work as a group.

The rationale for this exercise is that it requires pupils to write the list words several times, stimulated by the puzzle element in the activity. Remind pupils to proof-read their sentences and/or each others'.

Exercise 4: Again, suggest that pupils check, in a dictionary, the spelling of the names of sports that they can identify. If you have different sports that are particularly popular in your district (lacrosse, paddling), suggest that pupils include them in the list, (having checked the spelling first) and write about one of them, if they prefer.

Unit Test

Have pupils take time at the end of this unit to compare all pretest and unit test scores. Do they see an improvement in their ability to study problem words, thus reducing errors on unit tests? Are they making the same kind of errors?

If there are students who persist in making the same errors in both tests, check their ability to diagnose their problems and look for other possible causes, faulty pronunciation and/or enunciation or hearing problems.

Unit 17

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

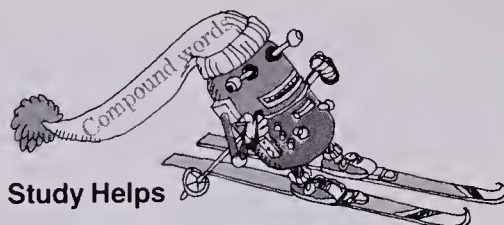
- To understand the concept *compound words*.
- To identify compound words and the base words that comprise them.
- To apply this knowledge to the spelling of compound words.
- To review the sound /ī/ and the spelling patterns: i—c—e, ig (as in sign), igh as in light.

Pretest

Dictation

The beam from the flashlight dazzled my eyes.
My father built a big doghouse.
Hardly anyone will believe you.
Why did you go without me?
We saw a movie about a space ship.
He can run a mile in eight minutes.
I was born in New Brunswick.
We're going anyway, no matter what she says.
They looked everywhere for you.
Some birds line their nests with feathers.
Let's hide Heidi's boots!
Our best tablecloth is blue.
Two policemen chased the thief.
There are trees in our backyard.
We're going to have a barbeque tonight.
What's the sign for multiplication?

17



Study Helps

flashlight

doghouse

anyone

without

space ship

mile

New Brunswick

anyway

everywhere

line

hide

tablecloth

policemen

backyard

we're

sign

1. Words that are made up of two base words are called *compounds*.

Write the compound list words and the two base words from which each is formed.

For example:

flashlight — flash, light

2. Some compounds are written as two separate words. Write an example from the word list. *New Brunswick*

3. Write the list word that is formed from two words but is not a compound. *space ship*

4. Write the list words that will complete these sentences.

I looked everywhere for my dog.

Dad put a clean tablecloth on the table.

Some people say they have seen a space ship.

Jon will not go into the backyard at night without a flashlight.

Does anyone know where I could hide my boots?

Pretest

How many words did you spell correctly? Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.

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Study Helps

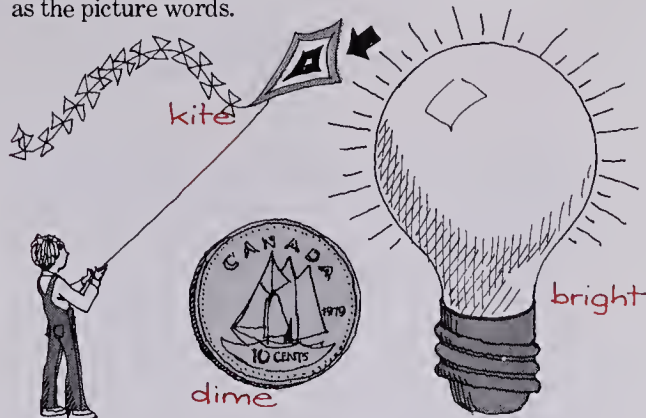
The English language shares with the German and Scandinavian dialects a powerful tendency to form compound words. At first the parts of a compound word are written as two separate words (as in space ship); after a time, they may be hyphenated (fish-hook, baby-sitter); but many compound words consisting of two nouns generally become written as one, without going through the phase of hyphenation (tablecloth, flashlight). There are, however, several circumstances in which hyphens are required, but the

only one that is of immediate interest is the one that demands a hyphen to avoid the concurrence of too many letters of the same kind, (beeeater, skiinstructor, knockkneed).

Since many two word combinations exist that may or may not be considered compounds, the spoken language has developed a stress system to distinguish a compound noun from a modifier and noun combination; thus a lawyer may take a briefcase (with the main stress on the first element) to

5. Write the list words that have the same vowel sound as the picture words.

flashlight
mile
hide
line
sign



In each word, underline the letter combinations that represent this sound.

6. Write complete sentences by changing the order of each group of words below. Be sure to combine smaller words to form compounds where possible. Use all the words in each group.

We're not going into the backyard without a flashlight.

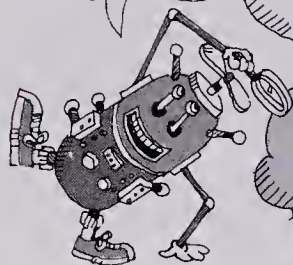
It was impossible for anyone to hide since policemen were everywhere.

NOT YARD GOING WE'RE WITH BACK A
INTO LIGHT THE OUT FLASH

Remember

WAS ANY WERE WHERE IMPOSSIBLE IT
MEN HIDE ONE SINCE EVERY POLICE TO
FOR.

Compound words are made up of two base words, such as dog + house — doghouse.



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carry his notes on a brief case in which he is involved. Similarly you could investigate the differences between anyway and any way in terms of stress and meaning.

The problem remains for the writer to decide whether to separate, join or hyphenate a compound word. The tendency is increasingly to join (subject to the limitation noted above), but when in doubt, consult a dictionary.

Exercises 1 and 2: You could emphasize the fact that compounds are put together without any change of spelling. If pupils can spell the base words, they can spell the compounds.

Exercise 3: Pupils may have forgotten that contractions are made up of two words but with an important difference, the spelling is changed. Have them write the list word that is contracted.

Exercise 4: Tell pupils to make sure that each list word is used once only, and that every sentence makes good sense.

Exercise 5: Have some pupils collect other examples of base words in which /ī/ is spelled ight: fight, tight, might, sight, right, etc.

Exercise 6: Discuss with pupils strategies for solving this puzzle. Remind them that the sentences must make sense, and that the puzzle contains compound words that are broken up into their base words. Help them to reduce the possibilities by putting back together the compound words (which are all list words) and seeing what is left.

Extending Your Spelling Skills

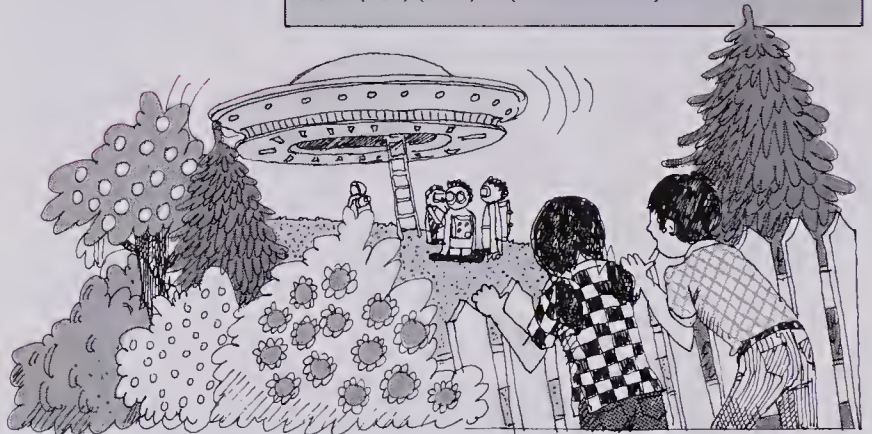
signal
signature
significant

1. Sign is spelled with a **g** for a reason. Write signal, signature, significant and underline sign in each. Say these words out loud and notice that now you can hear the **g**. Explain in one or two sentences how each of these longer words is related in meaning to sign.
Individual responses

Bomb—bombard, crumb—crumble are also examples of this spelling pattern.

2. Pay attention to the pronunciation symbols and their correct respellings as you copy the following into your notebook.

sign
The police posted a (sīn). "We're interested in hearing from you. (en-ewun) who thinks they saw a (spās ship) with a (blū) light in (thār) (bak-yārd) please drop a (līn) to our (hed) (of 'is) in (nū bronz wīk)." *anyone* *space ship* *blue light* *their backyard* *like* *head office* *New Brunswick*



Now write a reply pretending that you have seen some strange beings from outer space. Remember to proofread your sentences.

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Extending Your Spelling Skills

Exercise 1: To help pupils remember the **g** in sign, link it with the other words in such phrases as:

A sign is often a signal.

By signing your name, you have written your signature.

Exercise 2: Again, suggest that pupils read the whole passage to themselves aloud; in this way contextual clues can help pupils identify the words written in pronunciation symbols.

You might well suggest to pupils the necessity for a report to the police to have a restricted format and precise language, even when reporting so startling an event.



3. Many sports have compound names that tell us something about how they are played.

Copy and complete this chart.

Pupil activity

<i>Compound Name of Sport</i>	<i>Explanation</i>
dodgeball	The aim is to dodge the ball.
basketball	
roller skating	
football	
handball	
baseball	
skateboarding	

Add as many other sports as you can to the list.

4. Write as many compounds as you can by combining words in column A with as many words as possible in column B.

Individual responses

outfield outboard
anyway anything
anyone
overhead overboard
dashboard
someway something
someone
backyard backfield
farmyard
blackboard

A	B
out	way
any	head
over	field
dash	yard
some	thing
back	one
farm	board
black	

Unit Test

How many words did you spell correctly? Record your score on your chart. If you misspelled any words, be sure to write them in your problem word list.

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Exercise 3: Remind pupils to restrict the sports they add, to those with compound names.

Exercise 4: Suggest to pupils that they combine the words from the two columns systematically; they might be surprised by what they find.

Unit Test

Suggest to those pupils who have errors in the final test that they should go back and check their original diagnosis to try to find the cause of the repeated misspelling. Was it due to:

1. insufficient study?
2. faulty diagnosis?
3. misunderstanding of the sound-spelling relationship?

If they cannot find the cause, they should ask for help.

Unit 18

Objectives

- To review and thus reinforce the ability to spell and use in context those high-utility words listed in Units 13-17.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

- To review and demonstrate understanding of the following sound-symbol relationships: /f/ — **f, gh, ph**; /e/ — **ea** (as in bread); /ē/ — **ea** (as in teach).
- To review the use of a doubled consonant after a stressed short vowel.
- To apply the knowledge of spelling principles used in writing words with **ed, ing** or **er** endings.
- To review and extend the use of the concepts *contractions* and *compound words*.
- To demonstrate ability to find meanings in a dictionary.
- To review and use in context words relating to sport and space.

Looking Back

1. List the words you misspelled in Units 13 — 17. Notice the kinds of errors you made and use this information to help you study your problem words.
2. Ask your teacher or a friend to dictate the following words.



meadow	Canada	talking
writing	countries	excited
surprise	writing	already
beautiful	carry	wearing
space ship	death	having
attack	everywhere	we're
happen	grabbed	sign
radio	coach	trophy
goalie	announcer	New Brunswick

Proofread your words and then check them carefully. If you misspelled any words, examine them closely to see exactly where you made your mistakes.

3. Write five list words from Units 13 — 17 in which you hear /f/. Underline the letter(s) that represent this sound in each word.
4. Copy and complete this chart with list words from Units 13 — 17 that use ea to represent /e/ and /ē/.

laughing
beautiful
football
trophy
flashlight

ea /e/
ahead already heads
headed death instead
meadow

ea /ē/
teaching means
reason screaming
cleaning reached dreaming
cleaned

ea /e/	ea /ē/
weather	teachers

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Looking Back

Although you may wish to conduct a review of the spelling patterns and concepts introduced in Units 13-17, remember to set aside one spelling period to allow pupils to study the words in their private lists.

Exercise 2: Whichever way you decide to administer the dictation, circulate among the pupils while it is being checked and the misspellings studied, so that you can identify problems and help pupils to solve them.

Exercise 1: Remind pupils to examine the diagnoses of their errors as they study their word lists.

Remind pupils to use the five-step method vigorously in studying their persistent misspellings.

5. Copy and complete this chart with list words from Units 13—17 that have the endings *ed*, *ing* or *er*.

Some responses:

Do not change the base word:
 yelled yelling
 teacher teaching
 headed screaming
 wearing cleaning
 crashed landed
 loaded packing
 packed reached
 waiting dreaming
 cleaned watched

Drop the final <i>e</i> from the base word believe + ed believed	Double the consonant following a short vowel step + ed stepped	Do not change the base word stay + ed stayed
chasing writing exciting excited having making Announcer	grabbed digging spotted	

Some two-syllable words: attic happen bottle yelled many carry calling apples

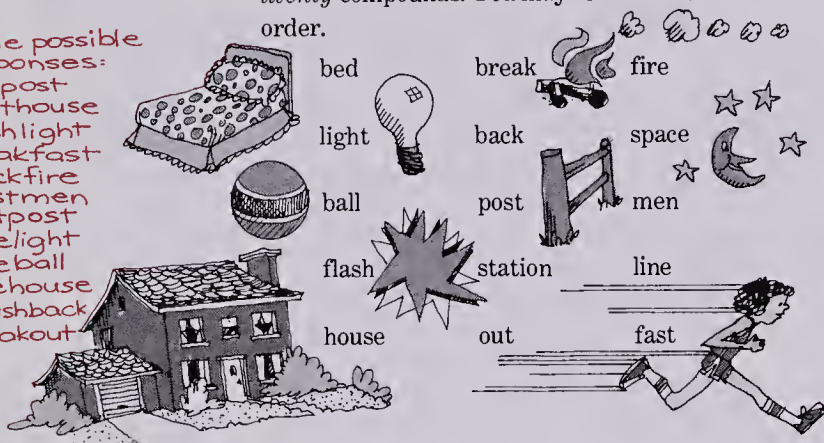
6. Write sentences using four *two-syllable* list words that have a short vowel followed by a double consonant.

Individual responses

7. Join the following words to form at least *twenty* compounds. You may reuse these words in any order.

Some possible responses:

bedpost
lighthouse
flashlight
breakfast
backfire
postmen
outpost
firelight
fireball
firehouse
flashback
breakout



Some sports words: Olympics trophy announcer coach football throw attack sports goalie races exciting chasing landed grabbed

8. Record at least *fifteen* list words from Units 13—17 that refer to sports. Pretend you are a sports commentator and include these words in a sports report which you will be expected to read on the next telecast. Read your report to the class.

Individual responses

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Exercise 6: Tell pupils how many sentences you require, whether they should write one sentence for each word, or whether two or more words may be included in a single sentence. In any case, suggest that they use the words in such a way as to make it clear that the meaning of each of the words is understood.

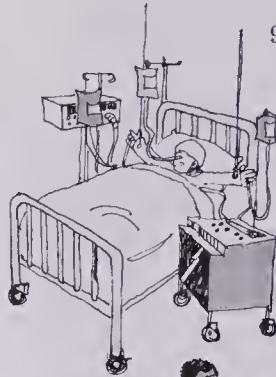
Exercise 7: Suggest to pupils that they check any words of which they are uncertain in a dictionary. Pupils' lists can be checked collectively so that they can include each other's findings in their final list.

Exercise 8: In order to include all fifteen words in one sports report, suggest they pretend to summarize the highlights of a week at the Olympic Games, or of a district track and field meet. An alternative is to assign the job to a team of reporters headed by an editor who can collect and edit individual reports.

Exercise 3: Pupils who fail to list laughing and trophy should review the **gh** and **ph** spellings of /f/. It might help these pupils to start a list of words that demonstrate each of these two unusual spelling patterns.

Exercises 4 and 5: Help pupils set up the charts for these two exercises. You could have pupils add other words they know that illustrate these spelling patterns. The lists must be checked to ensure that pupils do know and understand the patterns involved.

9. Use the *Mini-Dictionary* at the back of the book to find the meaning of the underlined words. In your notebook, write each word and the number of the dictionary meaning that fits the sentence.



The young girl battled for her life in the hospital.
meaning 1

In your answer, include the reason for your opinion.
meaning 2



Dad bought some old boards that were weathered to a beautiful soft gray.
meaning 2



She actually said she loved the winter weather!
meaning 1

Jean's mathematics trophy was displayed in the school hall.
meaning 1



The explorers could find no sign of anyone living in the village.
meaning 6

The train conductor showed us to our coach.
meaning 2



Exercise 9: The first sentence offers an opportunity for a discussion of the literal and metaphorical meanings of words.

The exercise could be extended by having pupils write their own sentences to illustrate other meanings of the underlined words that they discover when they look the words up in the *Mini-Dictionary*.

10. Look at the picture.

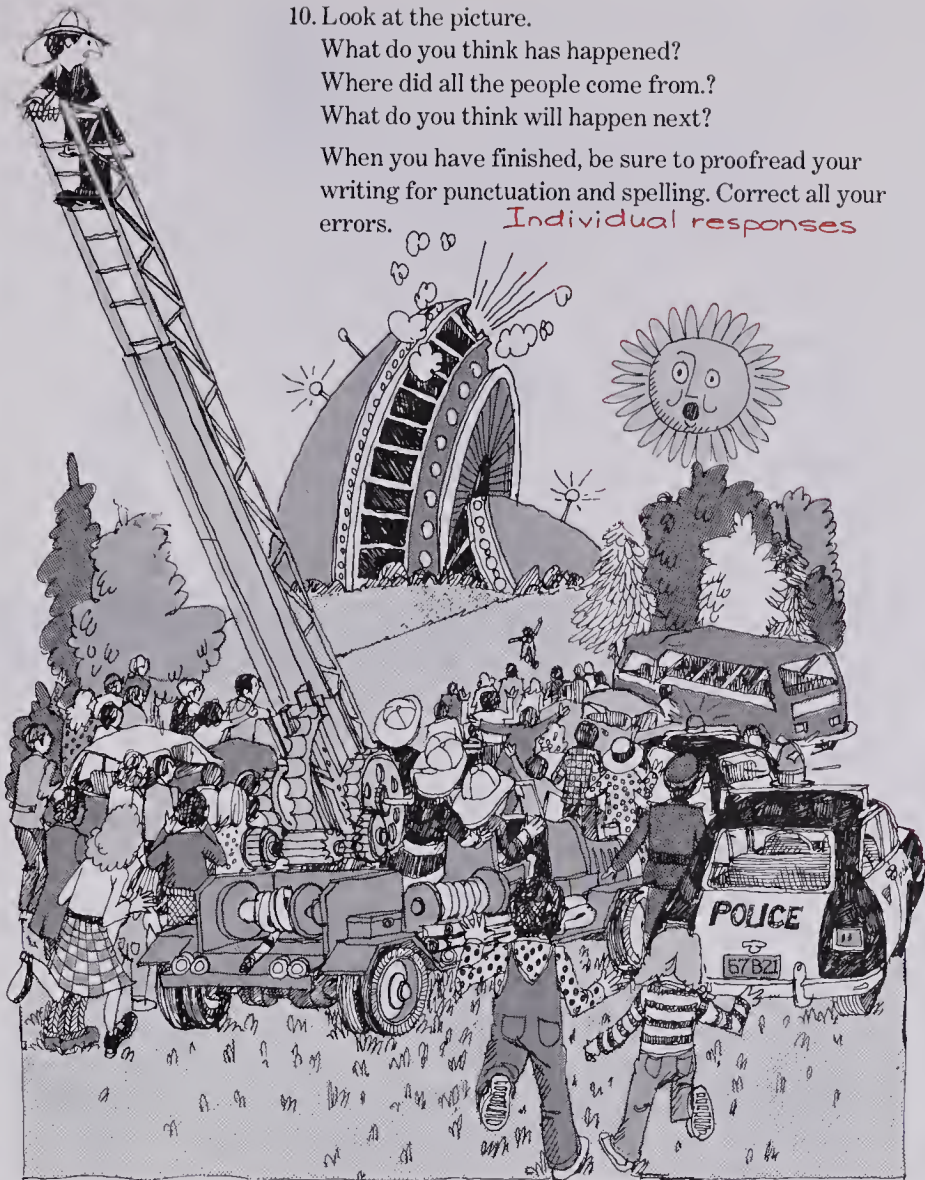
What do you think has happened?

Where did all the people come from.?

What do you think will happen next?

When you have finished, be sure to proofread your writing for punctuation and spelling. Correct all your errors.

Individual responses



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Exercise 10: As the introduction points out, learning to spell words is not an end in itself. The purpose of the program is to help pupils spell correctly in any writing that they do. Activities such as this exercise are provided to give pupils an opportunity to achieve the second half of the prime objective, to use the list words in context. In addition, writing exercises provide pupils with further practice in proofreading.

Pupils who find story-writing easy may be allowed to work on their own, utilizing perhaps the report they wrote in Unit 17 and expanding it into a feature article. Others will need help either through brainstorming for ideas, a co-operatively developed outline, or even a simple oral interpretation of the illustration.

Proofreading can be left to the individual, conducted in groups, or in pairs. Any "published" stories should be scrupulously proofread.

Review Test

If you have started to use the review unit as an opportunity to make a list of commonly misspelled words for testing the class as a whole, continue this procedure and have pupils record their results.

Unit 19

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize that the past form may be pronounced /t/, /d/ or /əd/, but all are generally spelled **ed**.
- To apply this knowledge in the writing of the past tense of verbs.
- To review the sound /ō/ and the spelling pattern **ow**.
- To review the vowel + r sound /ër/ and its spelling (**w**)**or** as in work.

Pretest

Dictation

The enemy attacked at dawn.
I remembered to water the plants.
My dog followed us to school.
Keep following us, we will show you the way.

Danny's plan worked well.

Is your toy helicopter a working model?

Drive slowly around this corner.

His uncle is growing a beard.

We arrived in Ottawa a week ago.

Phil saw a shooting star last night.

Finish your homework quickly, then we can play.

She never fights with her brother.

That grey cat is always fighting.

Ted talked us into joining the club.

Mei Lin can talk in Chinese.

They waited patiently for twenty minutes.

19

attacked
remembered
followed
following
worked
working
slowly
growing
arrived
shooting
quickly
fights
fighting
talked
talk
waited

Some words:

attacked
worked
talked

Pretest

How many words did you spell correctly?
Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.

82



Study Helps

1. Say the underlined words in this sentence. Listen for three different pronunciations of the ending **ed**.

The angry dog was headed this way, but then suddenly stopped, turned and walked away.



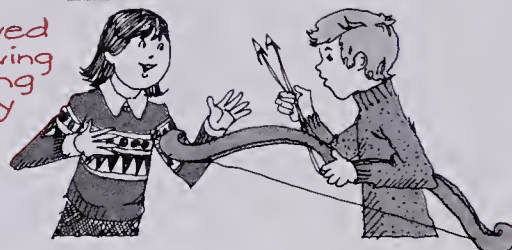
Copy and complete this chart with list words.

/t/—ed	/d/—ed	/əd/—ed

2. Listen for /ō/ as you say the underlined words in this sentence.

That fellow let me borrow his bow and arrow.

followed
following
growing
slowly



What letter combination is used to spell /ō/? Write the list words in which you hear this sound. **ow**

Study Helps

Exercise 1: When some pupils have successfully completed the chart, you could set them the task of determining why the **ed** ending should vary in pronunciation. They may arrive at the generalizations: /əd/ following /t/ or /d/; /t/ following /k/ and /p/; /d/ following other consonants and vowels. They may have to be helped to reach the idea that ease of articulation is the determining factor in this distribution.

You could suggest to all pupils that they include the words in the example sentence in their chart.

Exercise 2: Review the **o—consonant—e** and **oa** spellings of /ō/. The **ow** pattern has already been encountered in meadow (Unit 14) and throw (Unit 16). Suggest to students that, when consulting a dictionary for the meaning of words spelled with **ow**, they should check the pronunciation.

attacked
followed
arrived

lights - fights
walked - talked
throwing - growing
sickly - quickly
rooting - shooting
thrived - arrived

- Write *three* two-syllable list words that have a double consonant after the short vowel in the first syllable.
- Write rhyming pairs by matching these words with list words.

lights throwing rooting
walked sickly thrived

- Write a sentence using list words that mean the opposite of: forgot - remembered
departed - arrived
shrinking - growing

Individual responses

- Write the following list words from their dictionary pronunciations.

<u>talked</u>	<u>waited</u>	<u>quickly</u>	<u>talk</u>
(tokt)	(wāt' ed)	(kwik' lē)	(tok)
(fīts)	(wèrkt)	(slō' lē)	(fol' ōd)
<u>fights</u>	<u>worked</u>	<u>slowly</u>	<u>followed</u>

- Write the base words of the list words.

To which base words can you add the ending *er*? Write the words.

For example: attack attacker
fighter

base words:
attack remember
follow work
slow grow
arrive shoot
quick fight
talk wait
possible "er" words:
attack wait grow
follow talk shoot
slow work fight

Remember



The sounds /t/, /d/ and /ed/ of the ending *ed* are all spelled ed as in worked, arrived, and waited.

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Exercise 5: Note that the exercise requires a single sentence containing all three words. You could adapt this exercise for the less articulate pupils by allowing them to write a sentence for each word. Alternatively you could modify it to challenge other pupils by requiring sentences each containing both the list word and its opposite.

Exercise 6: When pupils have completed their writing, it might be useful to discuss with them the spelling patterns involved; for example:

al spelling of /o/ as in chalk;
igh spelling of /ī/ as in light;
or spelling of /ē/ as in work;
qu spelling of /kw/ as in queen.

Exercise 7: When checking this exercise, you could ask pupils to suggest (not necessarily seriously) what a "rememberer" or an "arriver" might do. They might be interested to know that there is an official in England known as a "remembrancer", whose duty is to remind persons of money owing to the Crown.

Exercise 3: This is an exercise that tests pupils' knowledge of several valuable technical terms. Check pupils' responses for diagnostic purposes. Point out to pupils that the ck of attacked is equivalent to a double consonant since both c and k are used to spell /k/; and the spelling pattern cc is used for /ks/ as in accept, succeed, accident, etc.

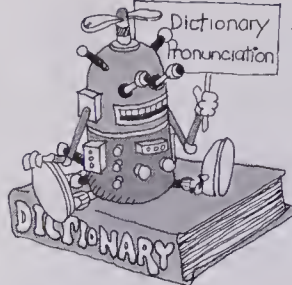
Exercise 4: Suggest to pupils that they say the words aloud to check the accuracy of the rhymes. Ask them to comment on the spelling patterns, in order to reinforce in their mind the regularity of these patterns.

Extending Your Spelling Skills

Exercise 1: Discuss with pupils the reasons for using diacritical marks and special symbols. Develop an awareness of the discrepancy between the number of sounds in the language and the number of letters available to write them. You might also point out that different dictionaries use different symbols for the same sounds; therefore, when they use a new dictionary they should make themselves familiar with the symbols in the Pronunciation Key used in that dictionary.

When dealing with the third section, point out how the language has already increased its range of symbols by the use of digraphs like **ng** and **th**. The pronunciation symbols for sink (singk) could be the starting point for the search for words that show the same pattern; the nasal /n/, when followed by /k/ or /g/, becomes the nasal /ng/; for example: finger (fing'gər), thinker (thing'kər), compared with mind (mind), winter (win'tər).

You could also discuss the peculiarities of the sound /zh/ which is never found initially in English (except Zsa-Zsa and Gigi) or finally (except in words borrowed recently from French, rouge, garage, beige, mirage) and medially only in the forms /zhər/ spelled **-sure** (measure) and **zure** (azure), and in /shən/ spelled **sion** (division, precision, etc.).



Extending Your Spelling Skills

1. A dictionary helps you to find out how to pronounce words. The pronunciation is shown in brackets after the entry word. Each sound in a word has its own symbol and that sound is shown always by the same pronunciation symbol.

bend (bend)
jam (jam)
wisp (wisp)
zip (zip)

Sometimes the pronunciation looks the same as the spelling of the word as those at the left.

game (gām)
leap (lēp)
mark (märk)
hurt (hért)
town (toun)
zoom (züm)

But many words are not spelled exactly as they are pronounced. So the pronunciations in the dictionary have some special symbols. What special symbols are used for the vowel sounds at the left?

sing (sing)
sink (singk)
then (THen)
rose (rōz)
gem (jem)
measure (mez'ər)

In the words at the left, look at the pronunciation symbols for some consonant sounds.

usually (yū'zhu'li)
sadly (səd'li)
softly (sɒft'li)
suddenly (sə'dʒu'li)
quietly (kwa'itli)
fairly (fə'li)
loudly (laʊd'li)
gayly (geɪ'li)



2. Examine the following words carefully and write only the ones in which *ly* is an ending added to a base word.

usually

belly

hilly

softly

quietly



Molly

sadly

suddenly

chilly

fairly



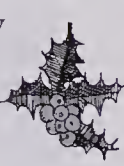
loudly

holy

holly

silly

gayly



Underline the base words and circle the endings.

Exercise 2: Beware the false etymology, belly from *bell* + *ly* meaning "like a bell;" the word is derived from an original Germanic root, meaning "a bag." The transferred meaning is peculiar to English.

The words hilly and chilly are examples of adjectives formed by the addition of the adjective suffix *-y*. The word gayly is more usually spelled gaily.

3. Write the *ly* list words and underline the base words from which they were formed. slowly quickly

4. Copy and complete these two-line verses using list words that rhyme with the underlined words.

In the mud, one pig wallowed

Individual responses
-followed

We weren't even unpacked

-attacked

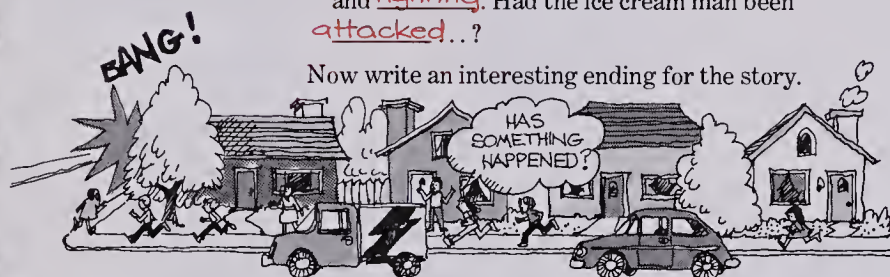
I was feeling so deprived

-arrived

5. Fill in the blanks with list words as you copy the following into your notebook.

One day we were following a block behind the ice cream man as he slowly worked his way down the streets. He always talked to his customers and remembered everybody's names. People loved him so much they often waited outside until he arrived. Suddenly we thought we heard shooting and fighting. Had the ice cream man been attacked...?

Now write an interesting ending for the story.



Unit Test

How many words did you get right on this test?

Be sure to record your score.

Add any words you misspelled to your problem word list.

Unit Test

Exercise 4: Conduct a co-operative verse-writing clinic for pupils who have problems with this kind of activity so that everyone has some verses in his/her book.

Exercise 5: For some pupils, filling in the blanks will be more important than the free composition. Check these pupils' work before they go on to complete the story. Emphasize the production of original and individual stories rather than adaptations of TV stereotypes. Proofreading should be individual, backed up by group or partnered activities. Arrange for pupils to share their stories.

Continue to allow pupils who have become proficient in self-correction to check the test and mark their record forms independently, while you work with the group that still needs some help.

Unit 20

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To identify elements within irregular spelling patterns that need special attention.
- To apply this knowledge in writing words connected with the calendar.
- To recognize the necessity for hyphens in compound number words.

Pretest

Dictation

We're going to Montreal this Wednesday morning.

Every Monday we go to the movies.

In January we got a lot of snow.

In July we go to the cottage.

Eva will be eleven tomorrow.

I just ate seventeen apples!

My dog cost seventy-five dollars.

There are fifty people coming to our party.

We go on holiday in August.

This Thursday we're going to a restaurant.

Michel has twenty-two rabbits.

Jean has twenty-five candies.

June would like to stay for lunch.

The train is on track eighteen.

My cat had eight kittens.

There are only nineteen oranges left in the box.

20

Wednesday

Monday

January

July

eleven

seventeen

seventy-five

fifty

August

Thursday

twenty-two

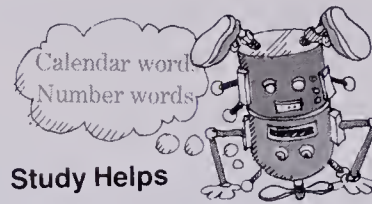
twenty-five

June

eighteen

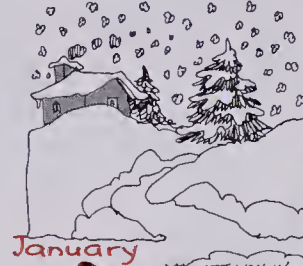
eight

nineteen



Study Helps

1. For each picture, write a name of a month from the word list.



Did you remember to begin each word with a capital letter?

Pretest

How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.

2. Some compounds use a hyphen (-) between base words.
Write all the compound list words.
Why isn't seventeen a compound?
*seventy-five
twenty-two
twenty-five
It does not have two base words.*
3. Write the list words that have the ending *teen*.
A change was made to one of the base words.
Which one? Why?
*seventeen
eighteen
nineteen
The final t of eight is dropped before adding teen.*

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Study Helps

Continue to reassure pupils that the pretest is intended entirely for their benefit, that your interest in it is to enable you to pinpoint areas in which they need help, and that the recording is to help them mark their progress.

Exercise 1: Have pupils describe the pictures, accumulating as much detail as possible, then have them interpret the scene and identify the month.

4. Write list words that match these descriptions. Be sure to use capital letters for days and months.

—has /ər/ in it **Thursday**
 —has *one* silent consonant **Wednesday**
 —begins with /ā/ **eight eighteen**
 —ends with /ē/ **fifty January**
 —ends with /ī/ **July**
 —spells /u/ with the letter o **Monday**
 —spells /o/ with au **August**

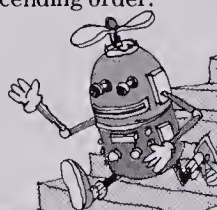
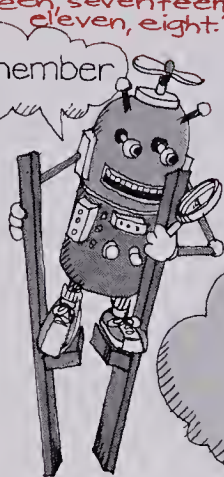
Wednes·day (2)
Mon·day (2)
Ju·ly (2)
Thurs·day (2)
Jan·u·ar·y (4)
Au·gust (2)
June (1)

5. Say each list word that is the name of a month or day. How many syllables do you hear? Write each word in syllables.
 6. Say **Wednesday** aloud. How many syllables do you hear? Write the word in pronunciation symbols the way you hear it. **wenz'dē wenz'dā**
 Use the dictionary to check what you've written.
 Write the word in its regular spelling. **Wednesday**

7. Start with the list word that represents the highest number and write the rest of the number words in descending order.

seventy-five
fifty, twenty-five
twenty-two, nineteen
eighteen, seventeen,
eleven, eight.

Remember



TWENTY-NINE
TWENTY-EIGHT
TWENTY-SEVEN

A name of a month and day of the week begins with a capital letter as in **June** and **Friday**.

Compound number words such as **thirty-one** are spelled with a hyphen.

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It should be fairly clear that in eighteen, one of the t's is dropped as being unnecessary, just as a final e is dropped from base words before adding **ed** (tamē + ed = tamed).

Exercise 4: Have pupils read the instructions and clues carefully.

Pupils should note that Thursday is another example of the **ur** spelling of /ər/. Wednesday is the word with one "silent" consonant, (it also has a "silent" vowel); eight and eighteen have two "silent" consonants.

The **eigh** spelling of /ā/ is infrequent, being restricted to sleigh, weigh, weight, freight, neighbor and two or three uncommon words.

Exercise 5: You could also ask the pupils to mark the stressed syllable.

The days of the week normally split off **-day** as one syllable: in Saturday the first division may come before or after the **t**. Similarly, August can be Au·gust or Aug·ust.

Exercise 2: Review the use of hyphens discussed in Unit 17. Develop with pupils the generalization that hyphens are used regularly in compound number-words. Alert pupils to look for other circumstances in which they are used. An instance is illustrated in the phrase "compound number-words," where the hyphen indicates that the phrase relates to "number words that are compound words," rather than words for "compound numbers." Here the function of the hyphen is to avoid ambiguity.

Exercise 3: The theoretical objection to classifying seventeen as a compound word is that teen is not a base word. It is used as a base word colloquially but with an entirely different meaning as in such context as, "Just another teen fad" where it is short for "teen-age".

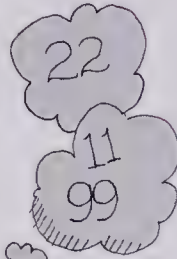
By a thorough discussion, it should be possible to develop the notion that **-teen** is a suffix meaning "plus ten," whereas **-ty** is a suffix meaning "times ten".

Extending Your Spelling Skills

1. List the twelve months in your notebook. Choose any six of the months and describe something special that happens to you in each one. *Individual responses*
2. Unscramble the letters and write words that end in *day*.

Friday RIDAFY Sunday YAUNDS
 Saturday RAYDAUST Wednesday SNEDADEWY
 birthday HABIRDTY Monday DONAMY
 holiday HOYLAI D Thursday DUTRASHY
 Tuesday EASTUDY

Did you remember to use capital letters where they were needed?



3. Write these equation in words.

$22 \div 11 = 2$ *Twenty-two divided by eleven equals two.*

$25 \times 3 = 75$ *Twenty-five times three equals seventy-five.*

$50 - 15 - 5 = 30$ *Fifty minus fifteen minus five equals thirty.*

$19 + 9 + 18 + 8 + 17 + 7 = 78$ *Nineteen plus nine plus eighteen plus eight plus seventeen plus seven equals seventy-eight.*

4. Write twenty-two and ninety-nine as listed below and fill in the blanks with multiples of eleven. Examine the two base words in each of these compound number words. Underline the ending *ty* in the first base word. Circle the letters that are the same in both base words.

Two are done for you.

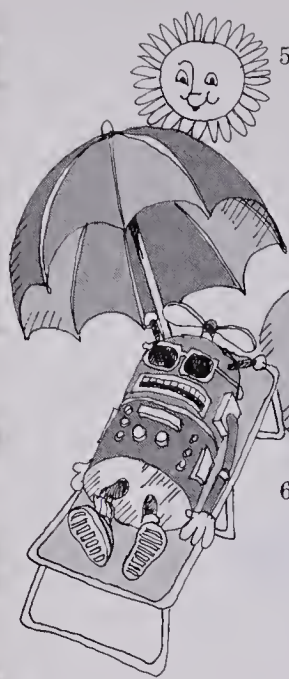
(twenty) two, ~~thirty~~ ~~three~~ ~~forty~~ ~~four~~ ~~fifty~~ ~~five~~ ~~sixty~~ ~~six~~

~~seventy~~ ~~seven~~ ~~eighty~~ ~~eight~~, (ninety) nine

Extending Your Spelling Skills

Exercise 1: If pupils have any difficulty in selecting a month to write about, ask them in which month they were born, when they have an important religious festival or a family get-together, when they start to play their favorite sport, etc.

Exercise 3: You may have to suggest to some pupils that they read the expressions aloud and then write in words what they hear themselves say.



5. Rotor Robot is on holidays and is sending a message to his parents. The message service charges by the letter, and because Rotor is short of money, all the vowels have been left out. Write Rotor's message in your notebook and then make up a reply leaving out the vowels. Don't forget to use capitals where necessary.

rrvng Wdnsd Jl nntnth, svn fft P.M., r Cnd
flight tw nn fv. Wll wt b phn bths twnt-fv
mnts nd thn tk bs. Rmmbr wrt bck b Jn
svntnth.

6. Words that end in *day* are generally compound words, even though you may not recognize both base words.

For example: *holiday* originally developed from *holy day*.

Write holiday and birthday in your notebook and circle the two base words in each.

holiday
birthday

5. Arriving Wednesday

July nineteenth,
seven fifty P.M.
Air Canada flight
two nine five. Will
wait by phone booths
twenty-five minutes
and then take bus.
Remember write
back by June
seventeenth.

The days of the week are compound words developed from Old English.

For example: Sunday meant *day of the sun*.

Friday meant *day of Frig* (the Germanic goddess of love).

Monday - *day of the moon*. Thursday - *day of Thor*
Wednesday - *day of Woden*

Look up the other days in the dictionary at the back of this book and write their original meanings.

Unit Test

Did you make a perfect score? Be sure to mark it on your chart.

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Unit Test

Exercise 5: Most pupils will be surprised to discover how much of this message they can readily understand in spite of the missing vowels. Others may insist that it is impossible to read. Help these pupils to make a start by going over the first sentence with them.

Arrange for pupils to exchange replies and solve each other's puzzles.

This unit contains many common words often misspelled. Examine the results of the unit test to see whether there are still errors and, if there are any, help pupils to analyse them and study to eradicate them.

Unit 21

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To identify elements with irregular spelling patterns that need special attention.
- To apply this knowledge in writing place names.
- To write specific place names with a capital letter.
- To review the vowel sounds /a/ and /ā/ and their spelling patterns **a** and **a—c—e**.
- To review the vowel sound /ü/ and its spelling pattern **ew** as in chew.
- To relate /ü/ to the spelling pattern **ou** as in soup.

Pretest

Dictation

Is Yellowknife a large city?
Megan would like to live in Saskatchewan.

Not all snakes are poisonous.

Let's look at the map of Ontario.
Can you find Toronto on your map?

Bill needs a new bag for his school books.

Put the grocery bags in the car.
They are flying to Montreal today.
Our maple tree is very old.

The train trip to Vancouver was very exciting.

Rob had never taken that trip before.

21

Yellowknife
Saskatchewan
snakes
map
Toronto
bag
bags
Montreal
maple
Vancouver
taken
pass
rang
New York
Christmas
blew

/a/
map
bag
bags
pass
rang

/ā/
snakes
maple
taken

Pretest

How many words did you spell correctly?
Record any words you misspelled. Examine where and why you made your mistakes.
Use this information to help you study.



Study Helps

1. Listen for /ü/ as you say the underlined words in this sentence.

You can chew the stew but not this soup.



What letter combinations are used to spell /ü/? **ew ou**

Write the list words in which you hear /ü/.

Saskatchewan New York blew
Vancouver

2. Copy and complete this chart with *one or two syllable* list words.

/a/	/ā/

Saskatchewan snakes Vancouver taken
New York Christmas

3. Write the list words in which you hear /k/.

Underline the letter or letters used to spell this sound.

Which word has an unusual spelling for /k/? Christmas
Yel-low-knife (3) Sas-katch-e-wan (4) Tor-on-to (3)
Mon-tre-al (3) Van-cou-ver (3) New York (2)

4. Say the six list words that are place names. How many syllables do you hear in each name? Write the place names in syllables.

90

Study Helps

We went through a pass in the mountains.

Your telephone rang when you were out.

My aunt lives in New York City.

Did you send Christmas cards to your friends?

The wind blew our old maple tree down.

This unit is build around the spelling of certain Canadian place names. It lends itself to expansion to include important local place names, their origins and spelling, provided the unit does not become overloaded.

5. Add the *ed* ending to as many of these words as you can. Write the irregular form of the words to which you can't add *ed*.

map	bag	take	pass
mapped	bagged	took	passed
ring	snake	blow	
rang	snaked	blew	

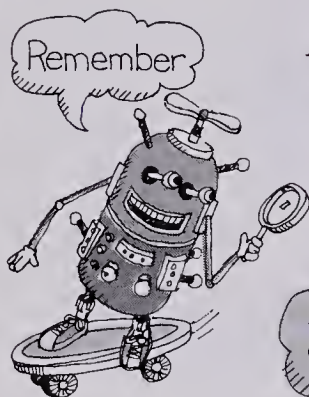
Write a sentence with each new word you wrote.

Individual responses

6. Sometimes words with more than two syllables are difficult to spell. If you misspelled Yellowknife, Saskatchewan, Toronto, Montreal or Vancouver in the Pretest, study them using this method:
LOOK SAY COVER WRITE CHECK

7. Write the list words that match these clues:

- a city in Quebec **Montreal**
- a holiday in the winter **Christmas**
- what you could carry your lunch in **bag**
- a kind of tree **maple**
- a city near the Pacific Ocean **Vancouver**
- reptiles **snakes**
- what the bell did **rang**
- what the wind did **blew**



A name of a place such as Yellowknife begins with a capital letter.

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syllables of Saskatchewan. Make sure that they all check the dictionary to find the correct division of the word, *Sas-katch-e-wan*, a division that could ease the learning of its spelling.

Exercise 5: You could extend this exercise by requiring two sentences in those cases, like bag, where the word has a metaphorical and a literal meaning; or you could have pupils divide the words into two groups on the same basis. Suggest that they check their dictionaries for alternative meanings.

Some pupils with a farm background might well produce sentences such as, "Yesterday we ringed the bull." Other readers of historical romances might write "The city was ringed by a high wall." Discuss with pupils the two basic meanings, "to encircle" and "to cause to sound," pointing out how the past forms vary.

You may also be given an opportunity to discuss standard and colloquial, or slang, usages when you encounter "I blew it again!" or "He blew town last night." Both sentences could be correct; that is to say, appropriate in certain contexts. Watch also for the past/passed confusion. Use the **ed** ending of passed to help pupils identify this form as the verb, then the other must be the preposition.

Exercise 6: Since the names are all three or more syllables, remind pupils to be sure to look at these words syllable by syllable, and to say them in syllables. By so doing, they will find the mass of letters grouped into manageable units.

Exercise 1: Review the sound /ü/ and the spelling patterns **ew** and **ue** (Unit 5) and **oo** (Unit 10) before adding the new pattern **ou** as in soup. The number of words in which this spelling occurs is limited; group, wound, you, and youth are the most commonly occurring English words; we also find it in many recent borrowings from French and other languages, as in coupon, boulevard, cougar, souvenir, goulash, etc. It is found in many place names in the Maritimes where the French were the original settlers: Port Mouton, Mabou, Tatamagouche, etc.

Exercise 3: Having referred to the influence of Ancient Greek on English spelling in connection with the Olympics, it might be useful to point out that Greek was the language of much of the New Testament, and of many of the first Christians. As a result, many words relating to the Christian Church spell /k/ with **ch**; other examples are choir, sepulchre, catechism, parochial, etc.

Exercise 4: Pupils may be influenced by the word chew in exercise 1 to assume that it is one of the

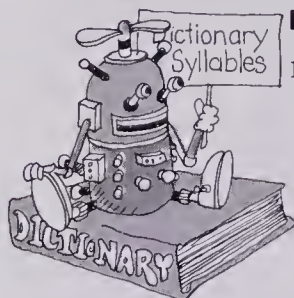
Extending Your Spelling Skills

Exercise 1: This exercise demonstrates the two methods of syllabication, the *graphical*, that governs where you may break a word when part of it has to be carried over to the next line in writing, and the *articulatory* (or phonological) that shows where the stress patterns break the flow of sound. The first method is useful to writers in the preparation of manuscripts. It has a few general rules:

1. Both parts of a divided word should be pronounceable; watched and thought, for example, are indivisible.
2. Double consonants are usually divided (buf·fa·lo) but not digraphs (sing·ing not sin·ging, pitch·er not pit·cher).
3. A single letter should never be left by itself at the end of a line.
4. Hyphenated words (seventy-five, bell-like) should be divided at the hyphen to avoid having two hyphens in one word.

There are no precise rules for division into syllables by either system; the sole criteria for any method of syllabication should be whether it helps the writer spell and write effectively, thus tel·e·phone and te·le·phone are equally acceptable, but te·lep·hone is not.

Because the spelling of /ə/ is so variable, pupils must look carefully at the spelling of unstressed syllables. Sometimes words formed from the same base may have the stress on different syllables and thus reveal the spel-



Extending Your Spelling Skills

1. Entry words are shown in syllables. In some dictionaries, syllables are shown by a small space. In other dictionaries, there is a small dot between syllables. How many syllables are there in these entry words?

pen·cil buf·fa·lo tel·e·phone

The pronunciation is also shown in syllables. In pronunciations a small space separates the syllables. You will also see the stress mark (') after syllables. Look at these pronunciations.

bot·tom (bot'əm) cir·cus (sér'kəs)
buf·fa·lo (buf'əlo) pen·cil (pen'səl)
tel·e·phone (tel'əfōn) a·head (əhed')

In the pronunciations, there is a special vowel symbol /ə/. This symbol is called the *schwa*. The schwa is the vowel sound you hear in most unstressed syllables. The schwa sound can be spelled with any of the vowel letters. In each of the words above, what letter spells /ə/?

bottom circus
buffalo pencil
telephone ahead

2. Read below how the following Canadian place names first developed. Write each name in your notebook along with the number of the description that matches it. Look for hints in every description.

9 Manitoba 5 New Brunswick 7 Whitehorse
4 Montreal 3 Toronto 6 Saskatchewan
8 Moose Jaw 1 Vancouver 2 Yellowknife

1. named after Captain George Vancouver
2. named after Athapaskan Indians who possessed tools made from yellow copper



ling of the unstressed vowel in the other; for example,
competition (kom pə ti'shən)
competitor (kom pet'ə tər)

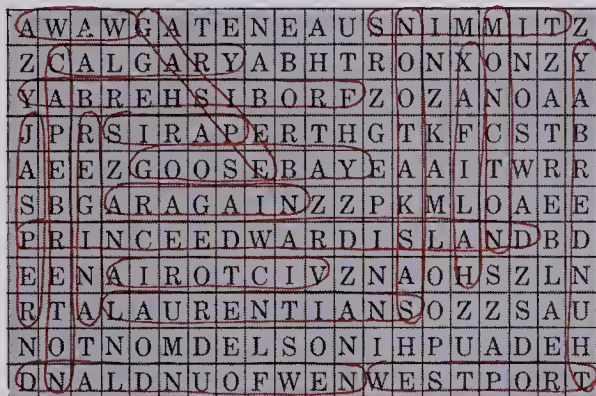
The word competition shows the vowel in the second syllable to be /ə/ spelled e, and competitor shows the second vowel to be /e/ spelled e. In the third syllable, the vowel in competition is /i/ spelled i, but in competitor, the vowel is /ə/ spelled i.

Exercise 2: The expert spellers might be interested in compiling a similar puzzle based on local place names. The puzzle could be added to the Spelling Centre or given to the group whenever a project on local studies is being completed.



3. comes from *tarantou*, a Huron word meaning 'a meeting place'
4. is located on a mountain named *Mont Roiall* by Jacques Cartier
5. named after King George III (1760-1820) who descended from the House of Brunswick
6. comes from *Kisiskatchewan Sipi*, the Cree word for 'swift-flowing river'
7. named after rapids that look like the mane of a white horse
8. named after a creek whose outline looked like the jawbone of a moose
9. named *manito*, meaning 'spirits,' by Cree Indians

3. Look in every direction and write as many Canadian place names as you can find.
(10 — good, 15 — excellent, 20 or over — genius)

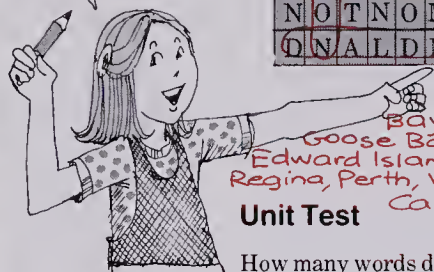
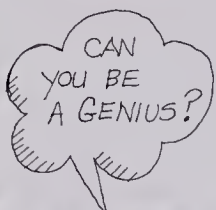


Some names:

Victoria, Gaspé, Calgary, Thunder Bay, Newfoundland, Saskatoon, Goose Bay, Timmins, Frobisher Bay, Prince Edward Island, Jasper, Paris, Laurentians, Regina, Perth, Westport, Moncton, Niagara, Cape Breton, Wawa.

Unit Test

How many words did you spell correctly? Mark your chart.



Unit Test

Exercise 3: Explain that every direction means up, down, side-ways, backwards, and even diagonally.

Remind pupils that carefully saying a word you want to spell often helps you to spell it correctly. They should also make use of the work they did on syllable division so that they can tackle long words piecemeal for easier spelling.

Unit 22

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review the consonant sound /j/ and its spelling patterns: j — jug, g(e) — gem, g(i) — ginger.
- To recognize that proper (specific) names are written with a capital letter.

Pretest

Dictation

Canada is in the continent of North America.

Jupiter is a large planet.

Newfoundland is in the Atlantic Ocean.

Do Martians live on Mars?

My birthday is in November.

I have a feeling the letter will arrive on Friday.

A mountain path can be steep.

We call the north polar region the Arctic.

The village is very small.

Bob's cousin went to France.

Sue's grandmother is British.

Our raft will float downstream.

Next weekend we are going to Winnipeg.

My big hat came from Mexico.

Are you coming to my party?

My brother goes to kindergarten.

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America
Jupiter
Atlantic
Martians
November
feeling
path
Arctic
village
France
British
raft
weekend
Mexico
coming
goes

Martians
British
France

Pretest

How many words did you spell correctly? Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.



Study Helps

- Listen for /j/ as you say the underlined words in this sentence.

Gerry the monkey went into a rage and threw a juicy orange at Judy the giraffe.



What two letters are used to spell /j/? g j

Write the list words in which you hear /j/. Jupiter
village

- Write list words in which you hear /sh/ or /s/. Underline the letters used to spell these sounds.
- Write all the list words in which /k/ is spelled with the letter c. America Atlantic Arctic Mexico
coming
- Write list words that match these clues.
 - a planet Jupiter
 - a European country France
 - an ocean on the east of Canada Atlantic
 - people who live in Great Britain British
 - a North American country America
 - an ocean on the north of Canada Arctic
 - people who might live on a planet Martians

Study Helps

Exercise 1: Review the spelling of /j/ written ge as in huge (Unit 5), and j as in July (Unit 20).

Write huge and July on the chalkboard as headings for two lists. Ask pupils to say the words that are underlined in the sentence, and tell you in which column they belong. Ask pupils for other words in which they hear /j/ and have them spell each word and tell in which column it belongs.

Some words that pupils might know are:

gem	Jenny
gentle	jail
general	jog
germ	jug
gym	Jupiter
giraffe	July
giant	
ginger	
gypsy	

Discuss the various spellings, noting that when g is used to spell /j/ it is always followed by e, i or y. Test this by having pupils

Martians
Arctic
British
coming

feeling
village
weekend

5. Write the list word that is a compound. weekend
6. Write seven two-syllable list words.
Write four three-syllable list words. Jupiter Atlantic
November Mexico
7. Write the list words that could be used to complete these sentences.

Charles Lindberg made the first flight across the Atlantic.

Remembrance Day is in November

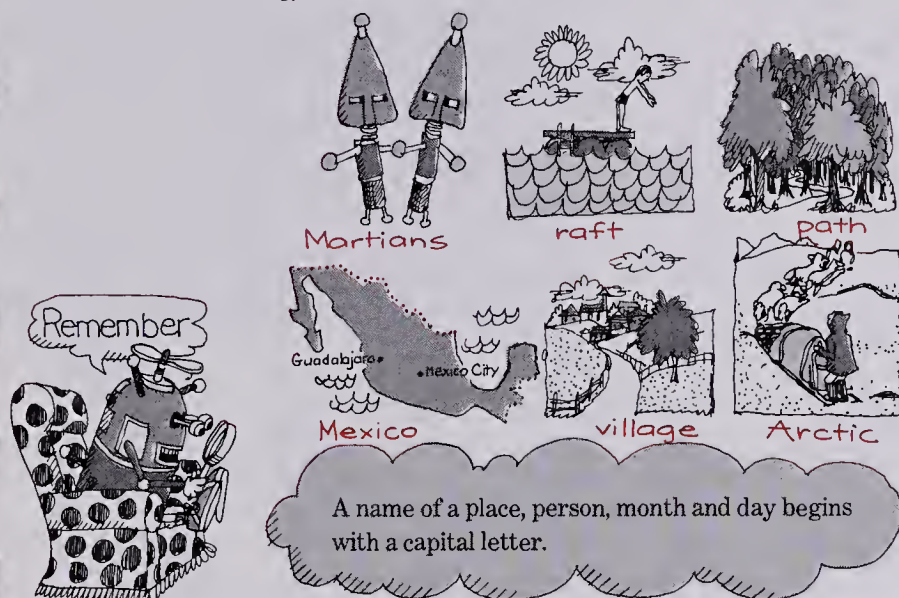
Many people go south to Mexico for holidays.

A village is a small town.

North and South America are on opposite sides of the equator.

Last weekend we went down the river on a raft.

8. Write list words that match these clues.



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Exercise 2: Draw pupils' attention to the fact that the spelling of /shən/ in Martian is tian, not tion. To reinforce this, establish that the ending -ian or -an means "inhabitant of"; ask pupils for other examples, such as Egyptian, Iranian, Palestinian, etc. Have them note the various pronunciations of the ending.

Pupils who miss the /s/ in Mexico are reading the *letters* of the words, not listening to the *sounds*. Help them to make the connection between x and /ks/.

Similarly those who include Martians and goes are failing to notice that the plural letter is s pronounced /z/.

Exercise 3: You might like to extend the list of words in which /k/ is spelled c to help pupils note that c is used to spell /k/ in final positions, and before a (as in America), o (as in Mexico), and u (as in cub).

Usage is divided on the pronunciation of Arctic; however, it might be wise to encourage pupils to include the first c when they say the word.

look in the dictionary for other words with an initial g and check the pronunciation. Compare their findings with the vowels following j.

There are two noticeable features of village. First, the final syllable is a fairly common last syllable in which the unstressed vowel is pronounced /i/ rather than /ə/, and, second, the final /j/ is written ge; other words with this suffix are cottage, cabbage, damage, luggage, etc. You could develop the

generalization from these words that a final /j/ is spelled ge.

The ge spelling pattern of /j/ is useful in explaining the retention of the e in such pairs of words as manage/manageable and courage/courageous.

Exercises 6, 7 and 8: Remind pupils, when they are proofreading to check the use of capitals.



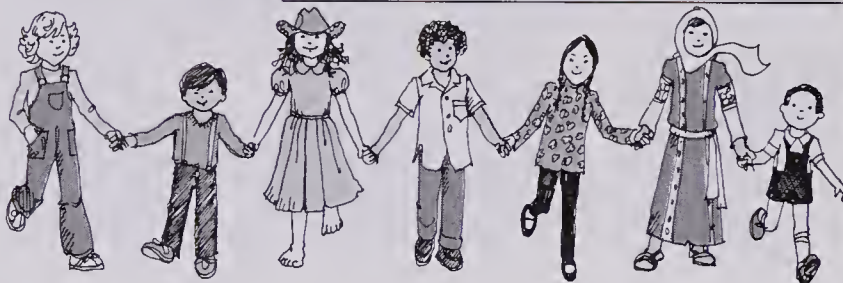
Extending Your Spelling Skills

1. Pretend you are a Martian who landed on a sea of snow and ice just outside an Arctic village. Send a report back to Mars, telling what you saw on earth, and how you communicated with the people.

Write the report in your notebook. Proofread your work for spelling, punctuation and capital letters.

2. Copy and complete this chart in your notebook. One is done for you.

PLACE	PEOPLE
America	American
<u>Africa</u>	African
<u>Mexico</u>	Mexican
Russia	<u>Russian</u>
<u>Italy</u>	Italian
Canada	<u>Canadian</u>
The Ukraine	<u>Ukrainian</u>
Spain	<u>Spanish</u>
<u>Scotland</u>	Scottish
<u>Ireland</u>	Irish
Poland	<u>Polish</u>
Japan	<u>Japanese</u>
<u>Portugal</u>	Portuguese
China	<u>Chinese</u>
<u>France</u>	French
Germany	<u>German</u>
Greece	<u>Greek</u>



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Extending Your Spelling Skills

Exercise 1: Perhaps the most important aspect of this exercise is the thinking about communication. You could rule out the science-fiction writers' most valuable gadget, a mechanical, automatic translator, and ask pupils to consider just how they would communicate with no mechanical aids and no "telepathy."

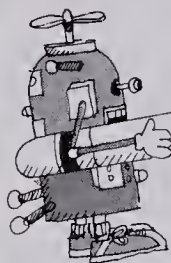
Exercise 2: This exercise demonstrates the variety of forms we have for signifying "inhabitant of." As an extension for some pupils, you could extend this activity to place names and discuss the methods used (Calgarians, Haligonians, Vancouverites, Winnipeggers, etc.).

3. Your teacher will dictate this paragraph.

Everyone had to choose a place for a holiday. Some of the class wanted to visit a village in the Arctic. One girl said she wanted to go to Mars and meet the Martians! Many of us chose France so we could practise our French. A few boys said they would like to cross the Atlantic and travel in the British Isles. Kerry said, even though she'd just come back from Mexico, that's where she wanted to go!

Proofread your paragraph for spelling and punctuation. Then check it carefully with the book. If you misspelled a word, use the five-step study method to learn its spelling.

4. Proofread this advertisement for Rotor Robot's new travel agency. Help prepare it for the printers by correcting the mistakes. Print it in your notebook as you might see it on a poster.



Are you ~~feeling~~^{feeling} overworked?
Need a ~~holyday~~^{holiday}?
Try one of our ~~weekend~~^{specials} for November!
~~Visit~~^{visit} sunny ~~Mexico~~^{Mexico} and
swim in the Pacific.
Take a cruise on the Atlantic.
Go snowshoeing in the Arctic.
Hurry! Make your ~~reservations~~^{reservations}
now and get twenty ~~five~~^{five} per cent discount!

Unit Test

How many words did you spell correctly? Record your score on your chart. If you misspelled any words, be sure to add them to your problem word list.

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Exercise 3: Read the complete paragraph to the class before you start to dictate. Some of the sentences are too long to be dictated as a whole, but try not to break them up into more than two parts.

Exercise 4: This exercise could serve as a basis for a general discussion of typographical principles in all forms of printed work, with a view to developing in pupils some notion of what makes a page look attractive and/or eye-catching. But the main emphasis must still be on the proofreading. Remind pupils that, like the apostrophe, an omitted hyphen is a spelling error.

Unit Test

Direct pupils to examine their errors in comparison with the errors they made on the pretest. Were capitals omitted? Were syllables missed from three- or four-syllable words? Was the same word misspelled both times? Was the mistake repeated?

Unit 23

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

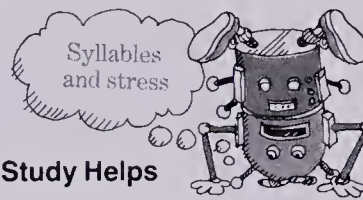
- To extend the knowledge and use of syllables and stress as an aid to spelling.
- To understand and use a pronunciation key.
- To understand the concept *comparison* and to apply this understanding to the spelling of *comparative* and *superlative* forms.

Pretest

Dictation

This bowl is for fruit.
Our bowling shoes keep us from slipping.
Playing on thin ice is dangerous.
Stephen is interested in animals.
I was wondering why the bell rang.
The desserts look wonderful.
Your story is longer than mine.
My brother is older than me.
She is a famous singer.
We like exploring old caves.
Dad's sweater is too large for me.
The largest cage is for the elephant.
Riva can move faster on roller skates.
I feel great happiness when I can help my friends.
She finally finished her project.
He wasn't lying about his adventure.

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Study Helps

1. Many words are spoken in parts or syllables.
For example: dangerous is pronounced in three syllables—dan ger ous.
Remember, a syllable is a word part in which you hear one vowel sound.
Complete the following chart with *list words*. Say each word carefully as you write it. Leave a space to show the break between syllables. An example is given for each column.

One syllable	Two syllables	Three syllables	Four syllables
wake	a wake	a wak en	a wak en ing

bowl
bowling
dangerous
interested
wondering
wonderful
longer
older
famous
exploring
large
largest
faster
happiness
finally
lying

Three syllables
dan'ger ous
won'der ing
won'der ful
ex plor' ing
hap'pi ness
fi'nal ly

Two syllables
bowl'ing
long'er
old'er
famous ly'ing
larg'est

bowl t
large

in'ter est ed

Pretest

How many words did you spell correctly?
Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.

2. Most words of two or more syllables have one syllable that is pronounced with more force or stress than any of the others.
Remember that dictionary pronunciations show which syllable is stressed by placing a stress mark (') after it.
For example: (ə wāk')
3. Write the list word in which you hear the stress on the second syllable. If you are not sure, check with the dictionary. exploring
4. Write the list words that have endings. As you write each word, underline the base word and circle the ending.

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Study Helps

Exercises 1 and 2: It might be profitable to read the list words to the class with normal intonation and pronunciation and have pupils record the number of syllables they hear in each word.

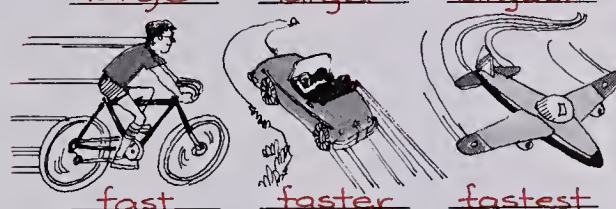
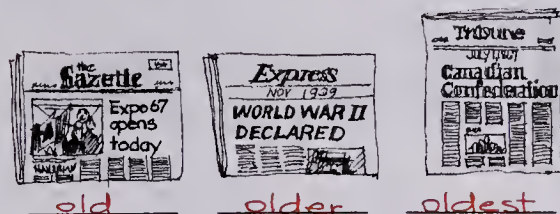
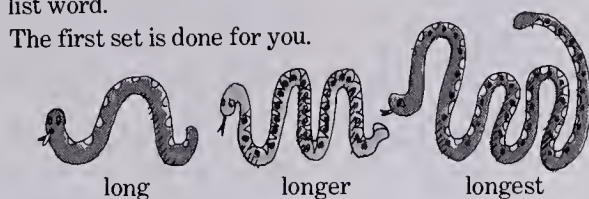
In polysyllabic words, the syllable after the stress is dropped if it normally contains a short vowel that has been reduced to /ə/. This loss occurs most commonly before **r** and frequently before **n** and **l**. Thus dangerous and wondering sound as if they had two syllables, and interested as if it had three. In

contrast wonderful and happiness retain the middle syllable.

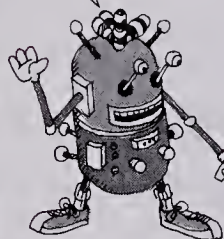
Among many North American speakers the tendency to drop these unstressed syllables has been checked by the imposition of a secondary stress on the next syllable. Thus instead of in'·t(e)r·est·ing, with the loss of the vowel in the second syllable the word becomes in·tər·est·ing, with the schwa in place. This tendency extends to other situations, such as words ending in **-ary** (sec'·ond·ary, mil'·i·tar'y).

4. bowling
dangerous
interested
wondering
wonderful
longer
older
exploring
largest
faster
happiness
finally
lying

5. Write the list words in which you hear /j/.
dangerous large largest
6. Write words for each blank to show *comparison* in the pictures below. One word out of each set of three is a list word.



Remember



Words of more than one syllable usually have one syllable that is stressed more than any of the others. This is shown with a stress mark as in (dān' jər əs).

By paying attention to stress and by counting the syllables in the printed word, pupils will be able to locate differences between what they say and what they should write.

Stress and syllabication become useful analytical tools in their diagnosis of misspellings.

It might be prudent to supervise pupils' drawing up of their chart and of their classification of the first few words.

Exercise 5: Remind pupils of the conditions under which g is used to spell /j/ by asking them why large has a final e.

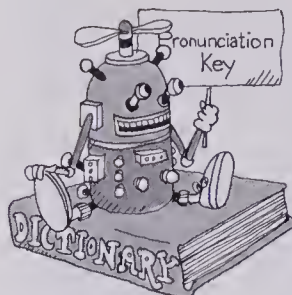
Extending Your Spelling Skills

Exercise 1: Go over the pronunciation key two or three times until every pupil seems to understand it, then give further exercises in identifying words from pronunciation symbols.

Exercise 2: This exercise is diagnostic for the understanding of comparisons as well as for spelling. If you come across pupils who need more work, give them sentences that involve all three forms, like the following:

I am as (tall) as my brother; my sister is (tall) than both of us, but my father is the (tall).

When we won the championship I was really happy; my father was (happy), but I think my mother was the (happy) of the three.



hat, äge, fär; let, equal,
têrm; it, Ice hot, öpen,
ôder; oil, out; cup, put,
rûle above, takân, pencil,
lemân, circas
ch, child; ng, long; sh, ship
th, thin; th, then; zh,
measure



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Extending Your Spelling Skills

1. In all dictionaries, all the symbols used in pronunciations are given in a *pronunciation key*. The complete pronunciation key is usually given at the beginning of the dictionary. Look for the pronunciation key for the *Mini-Dictionary* at the back of the book.

A short pronunciation key, like the one at the left, is given on every page of a dictionary. When you're not sure what a pronunciation symbol stands for, look at the pronunciation key.

Look at the following.

(fär) (fêr) (fôr)

If you forget what sounds these pronunciation symbols stand for, check the short pronunciation key on the left.

Say the above words. Copy the dictionary pronunciations and then write the words in their regular spelling.

(fär) - far
(fêr) - fir fur
(fôr) - for four

2. Copy these sentences and write the correct form by adding *er* or *est* to the base words in brackets.

Out of the ten box cars entered in the race ours was the (fast). **fastest**

She seems much (healthy) and (happy) since her operation. **healthier happier**

That is the (pretty) picture you've ever painted. **prettiest**

This is a (pretty) picture than that one. **prettier**

Did you remember to change the spelling of some of the base words before adding the ending?

Exercise 3: Note that grace gives graceful and gracious, and wonder gives wonderful and wondrous, the latter a somewhat literary word.

3. Add one of these endings to each base word listed below.

ous ful ness ly

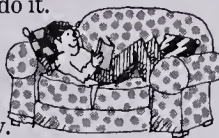
finally final gracious grace famous fame
 dangerous danger graceful large deeply deep
 happily-happiness happy thankful thank wonderful wonder
 blindly blind brightly bright mountainous mountain

4. Use the *Mini-Dictionary* at the back of the book to find the meaning of the underlined words in these sentences.



I'm too tired to bowl with the team today.
 Dad bought a beautiful butter bowl at the auction.

I wasn't lying when I said I didn't do it.
 He's in there lying on the couch.



It's difficult to fast for a whole day.
 Hold fast to the railing so you don't fall off.

How long will this lesson take?
 I long to visit the mountains again.



How many entries are there for each of these words? two
 What is this type of entry word called? Write each word and the small raised number that covers its meaning in the sentence. homograph

Unit Test

How close to a perfect score did you get? Mark your chart.

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Unit Test

Exercise 4: Remind pupils that homographs are different in origin as well as meaning; thus, bowl, the vessel, derives from the Old English *bolla*, a drinking vessel; whereas bowl, as in the sport, comes from the Latin *bulla*, a bubble, hence a sphere, a ball, the name of the game (bowls) and finally the act of propelling a ball or bowl.

In a dictionary, homographs have separate numbered entry words.

Check the final test for missing syllables. If there are any, check pupils' pronunciations of the misspelled word. Have her/him look at the word as she/he says it in order to identify the omitted syllable. Suggest that she/he use the five-step learning method vigorously on the misspelled words.

Objective

To review and extend the use of those high-utility words listed in Units 19-23.

Enabling Objectives

- To apply knowledge of pronunciation symbols.
- To apply knowledge of spelling principles to writing words with the endings **-ing**, **-teen**, **-ly**, **-er** and **-ous** and words that require capitals.
- To consolidate knowledge of numbered entry words as they relate to meaning.

Looking Back

Exercise 1: As pupils review their record forms and unit test results, spend a few moments with each pupil to refresh your memory of his/her individual performance. You should then be able to assign specific exercises in this unit for particular pupils or small groups.

You might spend a few minutes with the whole class reviewing the study steps on page 5. Establish with pupils that, when they are looking at a word and saying it, it should have their undivided attention. They should be able to perceive a word as a collection of syllables, hear how each syllable sounds and relate the sounds to the letters that spell them.

Guide pupils in their examination of their records and lists from Units 19-23. Ask them to check which aspects of the words give them the most trouble, the sound-symbol relationships, syllable division, the spelling of /ə/ or /i/ in

unstressed syllables, the treatment of base words when certain suffixes are added. If you find a group of pupils who are having trouble generally with spelling, you may have to go back and teach them the basic sound-spelling relationships that were reviewed in the first five units.

Some pupils with a limited background in English may have difficulties because they shy away from, or otherwise mispronounce, polysyllabic words. Supply these pupils with a list of words and a

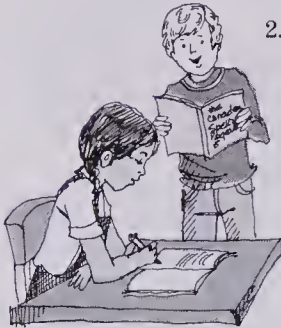
tape of them, so that they can see the word, hear it (preferably with a head-set) and then mimic it. If the problem persists, tape your pronunciation of the word and the individual pupil mimicking it; let the pupil listen to his/her performance and identify when it differs from yours.

Remind all pupils that with many common words, some sounds are not spelled with the letters that usually represent them, nor do generalizations apply to every base word + ending. If a word is

Looking Back

1. List the words you misspelled in Units 19—23. Circle the part(s) in each one that caused you problems. Use this information to help you study these words.

2. Have someone dictate these words to you.



famous	Montreal	January
Mexico	nineteen	village
Toronto	worked	largest
twenty-two	wonderful	quickly
fighting	Atlantic	talked

Check your spelling. Use the study method to help you learn the words that you found difficult.

4. Three syllables:

following
remembered
eleven
seventeen
twenty-two
twenty-five
Yellowknife
Toronto
Montreal
Vancouver
Jupiter
November
Mexico
dangerous
wondering
wonderful
exploring
happiness
finally

3. Write the list words that match the following dictionary pronunciations. Include capitals where they are needed.

(fɒl' ōd) followed (ə takt') attacked
(lī' ɪŋ) lying (ə rɪvd') arrived
(wenz' dā) Wednesday (wāt' ed) waited
(vən cū' vər) Vancouver (ār k' tik) Arctic
(ā' tēn') eighteen (dān' jər əs) dangerous
(həp' ē nis) happiness (thēr z' dā) Thursday

4. Write all the *three-syllable* list words from Units 19—23.

5. Have your teacher or a friend dictate the following sentences to you.



In case you're interested, the Martians attacked Jupiter on Wednesday at eight twenty-five A.M.

I finally remembered the bowl. It's in a blue bag lying beside the maple tree.

Pass the map so we can prove that Yellowknife is not in Saskatchewan.

We went exploring last weekend and followed the village path to a forest where dangerous mushrooms were growing everywhere.

Make sure to proofread your work *before* you check it with the book.

6. Use the *Mini-Dictionary* to find the meaning of each underlined word in these sentences. Write the word and the number of the meaning that fits the sentence.

The article was a vicious attack¹ on the police chief.

The man worked all night fixing the water main².

Be sure to bring your own bowl¹ to the game on Saturday.

The new girl showed interest¹ in the science club.

It won't be long⁴ until we can go by ourselves.

When will the parcel arrive²?



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spelled irregularly it must be learned separately. You could illustrate this with the spelling of goes, eighteen, and the change of vowel sound and vowel letter with past forms of blow, grow, and fly.

Exercise 2: An alternative method of dealing with this dictation is to supply a tape recording of the words. Check pupils' work for the **d** in wonderful and **t** on the end of largest. The omission of these letters in writing may reflect poor articulation of these two sounds.

Exercise 3: Help pupils who may still be having problems with pronunciation symbols. Suggest they try to say one syllable at a time. They will usually then identify the word.

Exercise 4: Use this exercise for pupils who tend to drop unstressed vowels completely, leading to spelling problems. Check particularly, words like interested, Saskatchewan and wondering. Look also for Wednesday.

Exercise 5: Read each section in its entirety and have pupils listen carefully before starting to write. Then reread the sentences again in whole or in parts. The last sentence may need to be broken up, but try to restrict the breaks to two, after weekend and after forest.

Exercise 6: Advise pupils that some words (bowl, long) have numbered entry words: others (attack, main, etc.) have numbered definitions. They are required to write the number of the definition.

7. Copy this chart of word endings in your notebook. In the correct columns, write the list words from Units 19—23 that have one of these endings. Underneath each word, write the base word from which it was formed.

Two are done for you.

ing	teen	ly	er	ous

ing teen
 following seventeen
 follow seven
 working eighteen
 work eight
 growing nineteen →
 grow nine
 shooting ly er
 shoot slowly longer
 fighting slow long
 fight quickly older
 feeling quick old
 feel finally faster
 bowling final fast
 bowl ous
 dangerous
 danger
 famous
 fame

8. Build at least a *five-step* staircase using list words from Units 19—23 that begin with the last letter of the word that came before. Use each word once only.

For example:



Some examples: ←

Atlantic, coming,
goes, snakes,
seventeen, nineteen.

Following, growing,
grow, waited,
dangerous, shoot.

map, pass, snakes,
shooting, goes.

Exercise 7: You could draw pupils' attention to the useful fact that whatever happens to base words the spelling of the suffix remains the same.

Exercise 8: Pupils should be allowed to start with any word they wish and make as many steps as they can. The point of the exercise is that it is a device for stimulating pupils to examine and write the list words.

9. Write the list words from Units 19—23 that you could use to describe this picture. Write a few sentences using as many of the words as you can. *Individual responses*

Some words:
exploring
Arctic
map
pass
interesting
dangerous



10. Here are three riddles. The spaces between the words are in the wrong places. Regroup the letters and write the riddles in your notebook. Don't forget to use capitals where they are needed.

Write the answer to each riddle. They are list words from Units 19—23.

1. A large city named by a French explorer.
Montreal

2. A compound number that can be divided by twenty-five.
seventy-five

3. A word that means passing quickly along, as a star.
shooting

1. a lar gecity na medby af renc hex plorer

2. acom pound numb erth at canbed iv ided byt went y-five

3. aw ordt hat me ansp as sing quick lya long, asa _____ star

Exercise 9: While working, exploring, interesting, dangerous, Arctic and other place names are obvious possibilities, you could ask pupils in what sense the word pass might fit in.

Exercise 10: Again pupils' attention is focussed on many list words, letter by letter, as they search to find the correct breaks between the words. Then they write the words.

Review Test

Proceed as before if you have been giving review tests. In lieu of such a test, you might wish to test individual pupils on their lists of problem words.

Special Unit: Geography Words

Objectives

- To provide variety in the spelling program.
- To develop interest in learning to spell words that relate to geographical studies.

Teaching Suggestions

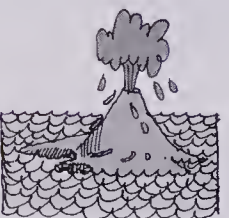
This is another special unit and it should be treated accordingly. No formal testing is required beyond a discussion and correction by pupils of the exercises. The emphasis should be placed on such matters as vocabulary development, precision of language, and the extension of a spelling consciousness beyond the bounds of a spelling program into written words in any subject, in any circumstances.

The words used in this unit are generally useful, but you may wish to add or substitute words that are more relevant to your region or your course of studies.

Exercise 1: Have pupils read all the words aloud so that you can make sure that they know how to say the words. You may wish to have the pupils do some preliminary work on the words, such as look up the meanings, break them up into syllables and mark the stresses.

In addition you might take the opportunity to look at some of the exotic looking words and their origins: volcano from Italian and linked to *Vulcan*, the smith of the gods; prairie, a word originating

Geography Words



volcano	equator	territory	region
glacier	horizon	peninsula	precipitation
plateau	ocean	expedition	minerals
prairie	continent	province	vegetation

1. Write the list words that complete these sentences:

- (a) A glacier is a huge mass of ice.
- (b) Newfoundland is a province of Canada.
- (c) Coal and salt are minerals.
- (d) An ocean is a large body of water.
- (e) Precipitation is another word for rain and snow.
- (f) Steam, ashes, and red-hot rocks poured out of the volcano.
- (g) Thousands of buffalo used to live on the Canadian prairie.
- (h) North America is a continent.
- (i) The kinds of plants that grow on the earth are called vegetation.
- (j) Would you like to go on an expedition to the North Pole?
- (k) It is very hot at the equator.
- (l) The line where the earth seems to meet the sky is called the horizon.
- (m) A piece of land that extends far out into a lake or an ocean is called a peninsula.
- (n) The Arctic region has very long days in the summer.
- (o) The Yukon territory is a part of Canada, but it is not a province.
- (p) A plateau is a large, flat area of land in the mountains.

from French-Canadians; peninsula, "almost an island," unchanged from Latin.

Other noteworthy words are glacier — (How do your pupils say it (glā shər) or (glā syər)?) and ocean, the only word in which /sh/ is written ce (although the spelling does occur in the suffix -aceous as in herbaceous.)

volcano
continent
equator
expedition

/s/ /z/
glacier horizon
peninsula minerals
expedition
province
precipitation

carry-territory
motion-ocean
adaptation-vegetation
alligator-equator
ago-volcano

- Write the list words in which you hear /k/.
In two of these words, /k/ is part of a *consonant blend*.
Circle the letter or letters used to spell the blends.
- In one column, write the list words in which you hear /s/. In another, write the list words in which you hear /z/.
Underline the letters used to spell /s/ and /z/.
- Write rhyming pairs by matching the following words with list words.

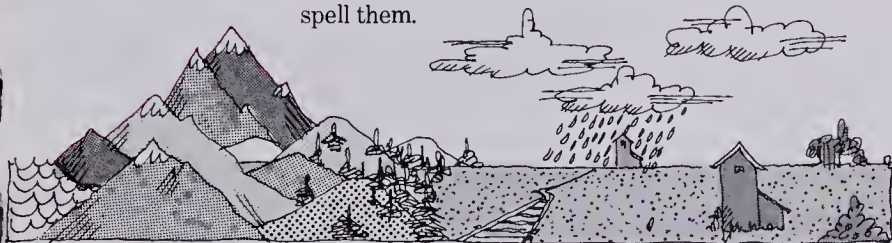
carry	adaptation	ago
motion	alligator	
- Read the following dictionary pronunciations.
Write the words they represent in their regular spelling but separated into syllables.

Example: (vol kă'nō) vol ca no

ex pe di tion	(eks'pə di'shən)	(rē'jən)	re gion
veg e ta tion	(vej'ə tā'shən)	(pən in'sə lə)	pen in su la
pre cip i ta tion	(pri sip'ə tā'shən)	(kon'tə nənt)	con ti nent
o cean	(ō'shən)	(min'ər əlz)	min er als
e qua tor	(i kwā'tər)	(pla tō')	pla teau

Remember: Vowels in unstressed syllables are often not clear and are pronounced as a *schwa* /ə/. You will have to pay special attention to the letters that spell /ə/ in these words.

Remember: Saying words in syllables helps you to spell them.



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Exercise 2: Pupils may have difficulty in locating the /k/ in a blend in equator and expedition. Tell them to read over the words aloud but softly to themselves and to listen carefully for /k/.

Exercise 3: Draw the pupils' attention to the letters used to spell /s/, having them note the **c(i)** in precipitation and in glacier (unless, of course, their pronunciation is (glā'shər)).

Exercise 5: The dictionary pronunciations illustrate some familiar spelling patterns to which pupils' attention should be drawn:

- the **tion** spelling of /shən/ in three words;
- the **g + e/i** spelling of /j/;
- the **c** spelling of /k/ before **a** and **o**;
- x** for /ks/ and **qu** for /kw/.

Note that in precipitation, the vowel in the third syllable is, for many speakers, /i/ rather than /ə/ and in peninsula the third vowel is /ū/ rather than /ə/. In both cases, the lack of stress robs the vowel of some of its distinctive features so that it is not easy to identify, but on the other hand, using the /i/ and /ū/ in these words helps with the spelling.

Unit 25

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate the concept *contractions*.
- To recognize words in their *possessive* form and to apply this knowledge in the spelling and punctuation of the *possessive* form of words.
- To relate the blend /kw/ to the spelling pattern **qu**.

Pretest

Dictation

Our guests haven't arrived yet.

He'll join us later.

I've always loved raspberries.

The airport was bustling with travellers.

The highway is the fastest route there.

She thinks there's a better way.

That boy's name is Barry.

Children love playing with their toys.

The answer is quite clear.

Our house is quiet when we're sleeping.

My jug is a quarter empty.

They'd enjoy this if they were here.

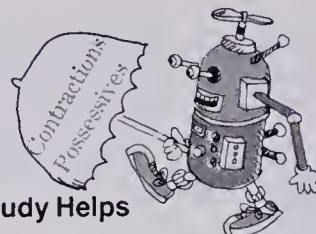
I know you'll love summer camp.

His jokes always make me laugh.

Nicoletta doesn't like wearing shoes.

Buy those boots, they're the right size.

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Study Helps

haven't

he'll

I've

airport

highway

there's

boy's

toys

quite

quiet

quarter

they'd

you'll

laugh

doesn't

they're

he'll = he will

I've = I have

there's = there is

they'd = they would

you'll = you will

doesn't = does not

they're = they are

1. Remember, a *contraction* is formed from two words. An *apostrophe* (') is used to replace a letter or letters when these two words are *contracted* into one.

Write the list words that are contractions.

Write the two words from which each was formed and circle the letter(s) that were left out and replaced by an apostrophe.

For example: haven't = have not

2. Check each of the underlined words to see if it is formed from two words.

Pat's little sister puts on her father's suit and her mother's make-up every time she's invited to somebody's costume party.



Write the underlined word that is a contraction. The other's words are called *possessives*. The apostrophe in these words does not stand for missing letters but shows *possession*. For example:

Pat's sister = the sister of Pat

her father's suit = the suit of her father, or the suit that belongs to her father

Examine the above sentence again.

Write the other two possessives and describe what they mean in this sentence. mother's somebody's

Write the list word that is a possessive. boy's

Pretest

How many words did you spell correctly? Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.

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Study Helps

Exercise 1: Make sure that pupils can pronounce *contraction* and *apostrophe*. Discuss with them how contractions occur. Try to develop the notion that contractions are natural to spoken language. Say pairs of sentences like the following:

What's your name?/What is your name?

We're going out./We are going out.

You'd better put on a coat./You had better put on a coat.

She's gone home./She has gone home.

Ask pupils which of the pair they would say, and which one is the correct form. Develop the notion that one is the spoken form and the other, the formal written form, but when we want to make our writing seem friendly, as in a letter to a friend or relative, we often use the spoken form. For this reason, we must learn to spell contractions.

3. Write the list word that is a *plural*. *toys*
Remember, not all words that end in s have an apostrophe.
4. Write the list words that are formed from two words but are not contractions. *airport highway*
Why is no apostrophe used? *They are not contractions or possessives.*
What are these words called? *compound words*
Circle the two base words in each. *(airport) (highway)*



5. Listen for /kw/ as you say the underlined words in this sentence.

The quarterback tried to give the reporters equal time and answered their questions quickly.

What letters are used to spell /kw/? *qu*

Write the list words in which you hear this consonant blend. *quite quiet quarter*

6. Write two list words that use exactly the same letters in almost the same order. *quite quiet*
Underline the last two letters in each word and note the difference.

Say both words clearly.

Which word has one syllable? *quite*

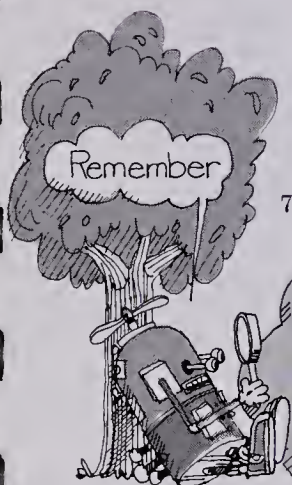
Which word has two syllables? *quiet*

Use the words in a sentence to show their different meanings. *Individual responses*

7. Write the list word in which you hear /f/. *laugh*
What letters are used to spell this sound? *gh*

Contractions use an apostrophe to replace a letter or letters left out when two words are contracted into one, as in *have not* = *haven't*.

Possessives use 's to show possession, as in *Leslie's pen* (the pen belongs to Leslie).



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Exercise 3: This exercise could be combined with the previous one. Say to the pupils, "The boy's toys are where he left them."

Ask how many boys are being referred to; if they interpret the s that they hear as a plural marker, refer them to the pronoun "he". Then ask how many toys and how the information is conveyed.

Write the words boys and toys on the chalkboard and ask how the function of the s's are the same; then ask how the possessive, non-plural s is marked; at this point, insert the apostrophe in boy's. Reinforce the generalization by substituting phrases like:

my sister's clothes,

my father's tools,

her friend's books, etc.

and ask pupils to write the phrase on the chalkboard.

Exercise 2: Check the pretest results to see whether there are pupils who omitted the apostrophe and do not know why it is there. These pupils must be taught the concept. Go through the exercise with them orally as a group. If you encounter pupils who tend to omit the s and the apostrophe, ask them how the members of the following pairs are different.

bird's nest/bird feeder

dog's house/dog house

boy's friend/boy friend

Try to develop the idea that 's indicates a specific relationship, whereas the other pairs, without the apostrophe, show a general relationship. The last example, perhaps, makes the clearest distinction between the meanings:

the boy's friend = the friend of the boy (who could be a man)

the boy friend = a friend who is a boy.

Draw the pupils' attention to the hyphen in make-up.

Exercise 4: You could refer to the illustrative words used in exercise 2 in order to differentiate *contractions*, *possessives* and *compound words*. If any pupils have forgotten the term *compound word*, suggest that they look at Unit 17.

Exercise 5: The **qu** spelling for **kw** is invariable in English. Challenge pupils to find any words spelled with a **q** without a following **u**; it does appear in the French cog as in coq-au-vin and in Arabic words such as the place name Qatar.

Extending Your Spelling Skills

Exercise 1: Remind pupils that a contraction is a single word for two words.

The negative of can is interesting on two counts; first the form can + not is always written as one word, cannot (as in exercise 3), and is the only negative form written in this way; second, one of the n's is dropped in the contracted form can't.

The form won't derives from the Old English woll + not, again with the loss of the final consonant of the verb as well as the vowel of not. The form woll, a form of will, also appears in would, originally wolde, i.e. woll + ed. Similarly, should, the past form of shall, is a combination of shull + ed. The spelling of could seems to have been invented to match should and would. Originally it was spelled couth, as it appears in uncouth, becoming later coud and finally could.

are not = aren't
was not = wasn't
were not = weren't
has not = hasn't
have not = haven't
do not = don't
does not = doesn't
would not = wouldn't
could not = couldn't
should not = shouldn't
can not = can't
will not = won't

I am = I'm
I will = I'll
I have = I've
I had = I'd
we are = we're
we will = we'll
we have = we've
we had = we'd
they are = they're
they will = they'll
they have = they've
they had = they'd



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Extending Your Spelling Skills

- Write these words plus not in your notebook. Then write the contraction for each pair.

For example: is not = isn't

are	have	could
was	do	should
were	does	*can
has	would	*will

Did you notice that the last two words do not follow the regular pattern?

- Read each word in Column A with each word in Column B.

Write the pairs that make sense.

Beside each one write the contraction if it is commonly used. For example: I am = I'm

Column A	Column B
I	am
we	are
you	is
she	will
he	have
it	had
they	

it is = it's
it will = it'll
you are = you're
you will = you'll
you have = you've
you had = you'd
she is = she's
she will = she'll
she had = she'd
he is = he's
he will = he'll
he had = he'd

- Rewrite these sentences using contractions wherever you can.

Zan said he's going to the zoo, but the girls said they're going to the Science Centre.
You'll have to buy a new game because we've lost some pieces.
I can't and will not make fun of people.
I'm interested in sports that aren't dangerous.

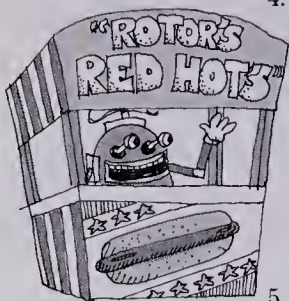
Exercise 2: Pupils frequently mis-spell they're as there, the words being homophones.

You could give pupils an extra exercise, filling in blanks with either there, their, or they're:

_____ coming now.
_____ are no more apples.
I can see _____ car. _____ they are.
_____ happy now that _____ old dog is back _____ in his basket.

Note also that I'd, she'd and he'd can stand for I would and she/he would as well as I had and she/he/they had. Ask the pupils to expand the contractions in the following sentences.

I'd go if I had to.
He'd go if he had to.
I'd found her mitts and she'd found my socks.
They said they'd do all they could to help once they'd finished their homework.



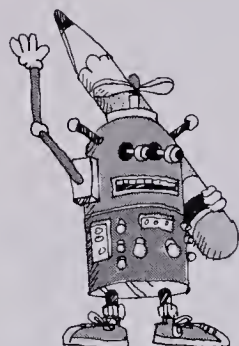
4. Some businesses use an apostrophe in their names. This usually shows who owns them.
For example: If Rotor opened a hot dog stand, it might be called "Rotor's Red Hots".

Make a list of business names that are spelled with an apostrophe.

Pretend you are opening three businesses of your own and make up names with apostrophes for them.

5. Help Rotor proofread this note before it is mailed.
Watch for contractions and possessives and remember where and when to use an apostrophe.
Write the note in your notebook.

Individual responses



Dear Les,
^{You'll} You'll be sorry to
hear that I ^{can't} can't come
for the weekend. I
^{haven't} haven't done my
^{dad's} dad's chores. ^{We've} We've
been busy on the
farm and hope it
^{doesn't} doesn't rain.
I'll I'll call you on
^{Monday} Monday.
Rotor

Unit Test

How many words did you spell correctly?
Compare this test with the Pretest.
Did you misspell any words on both tests?

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Exercise 4: Suggest that pupils look out for examples of businesses that have names with the possessive apostrophe. They could also look for examples of the possessive s without the apostrophe, which is far more common; for example, *Eatons*; *Simpsons*.

Exercise 5: Proofreading exercises should be given priority over others. Make sure that all pupils complete this piece of work.

Unit Test

Compare the pretest and unit test results and give help and direction to pupils having problems with this particular group of words. Indicate which particular parts of the unit need to be restudied, and make sure that pupils are given some time in which to do it.

Unit 26

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ə/.
- To recognize that /ə/ is the characteristic vowel of unstressed syllables and may be spelled in a variety of ways: **a, e, i, o, u, y, ai, ou.**
- To recognize that two words may have the same spelling but be different in their stress pattern.
- To understand that the difference of stress pattern sometimes relates to a difference in function:
object' — verb; ob'ject — noun.
- To review plural forms — s and es.

Pretest

Dictation

This pencil needs sharpening.
She blew out the candles.
The captain gives the orders.
Use both hands when carrying things.
Her bicycle tires need air.
Traffic inches along in snowy conditions.
Put one shoe on at a time.
He is wearing new shoes.
Chickens are farm animals.
Her pants were just pressed.
He has crayons of every color.
She told us of her adventures at sea.

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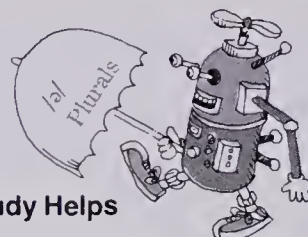
pencil
candles
captain
hands
tires
inches
shoe
shoes
chickens
pants
crayons
adventures
object
objects
building
someone

pen'cil
chick'en
a head'

2. adventure
inches
chickens
candles
pencil
captain

Pretest

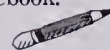
How many words did you spell correctly?
Record any words you misspelled.
Examine where and why you made your mistakes.
Use this information to help you study.



Study Helps

1. Say these words and then write them in syllables in your notebook.

pencil



chicken



ahead

Put a *stress mark* after the syllables that are *stressed* (spoken with more force).

Notice how the vowel sounds in the stressed syllables are clear and definite.

Notice how the vowel sounds in the unstressed syllables are *not* clear. Vowels in unstressed syllables often sound the same even though they may be spelled differently.

Remember, this unstressed vowel sound is called a *schwa*. The symbol for schwa is /ə/.

Look at the dictionary pronunciations for these words.

(pen' səl) (chik' ən) (ə hed')

Is the schwa sound in the stressed or unstressed syllable? *unstressed*

What letter spells /ə/ in each word?

pen'cil
chick'en
@head

2. It is sometimes difficult to know what vowel letter to write in an unstressed syllable if that vowel sound is a schwa /ə/ and not pronounced clearly.

Use the LOOK, SAY, COVER, WRITE, CHECK study method to learn your problem list words. Pay special attention to the vowels in unstressed syllables.

Now read these dictionary pronunciations and write the words in regular spelling in your notebook.

(ad ven' chərz) (chik' ənz) (pen' səl)
(in' chəz) (kan' dəlz) (kap' tən)

Study Helps

The vowel in the unstressed syllable presents the greatest problem in learning to spell. Short vowels in unstressed syllables are, with few exceptions reduced in normal speech to either /ə/ or /i/, long vowels and diphthongs tend to be modified to a much lesser degree and are generally recognizable. Pupils should make a habit of looking carefully at, and noting the vowel letter, in any unstressed syllable.

The object of the game is to make points.

They admired the objects in the window.

The building is a century old.

Someone is at the door.



3. Copy each sentence, writing the word object in syllables.

The object of the game is to win. ob'ject
I object to so much noise. ob ject'

Read each sentence aloud.

Notice that the pronunciation of object is different in each sentence. How is it different?

Mark the stressed syllable in object in each sentence.

Note that the meaning of object in each sentence is also different.

Use object and objects in sentences to show two different meanings of each word.

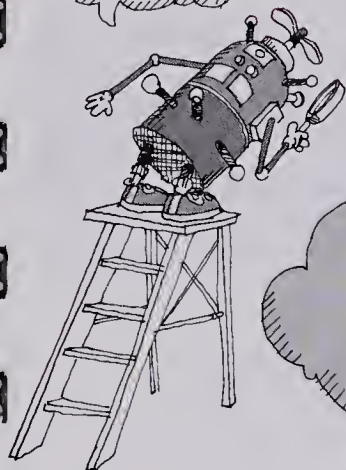
4. Write ten list words that are in plural form.
Circle the base word in each.
Rewrite the word that does not follow the regular pattern of forming plurals. Underline its ending.
What letters were added in this case? inches es
Watch for other words that end in ch or sh to see how their plurals are formed.

5. Write the list words that match these descriptions.

- You can hear /a/ and /z/ in it.
It has three syllables. adventures
- You can hear /i/ in the first syllable.
It is not a plural. building
- You can hear /ü/ but not /z/ in it.
— It is a compound. someone

candles
hands
fires
inches
shoes
chickens
pants
crayons
objects
adventures

Remember



Vowels in unstressed syllables often sound the same even though they may be spelled differently, as in chicken and crayon.

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among many speakers the distinction is not observed.

Exercise 4: You might like to discuss with pupils the question of the number of the word pants. The fact that the plural verb form is used with this word, marks it to be plural as in "These pants are too long." "These" (rather than "this") further confirms the number. However, pants obviously refers to a single garment.

Ask the pupils whether they know any more words that have the same peculiarities (jeans, trousers, slacks, tights, shorts; also a group of common household tools: pliers, scissors, tongs, clippers). Discuss what these objects have in common to cause them to be considered plural.

Exercises 1 and 2: The stressed syllables, because the breath pulse is more forceful, are louder. Pupils could try copying the stress pattern of the spoken word using light and heavy taps.

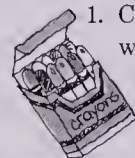
Note that captain belongs to a small group of words ending in /tən/ and spelled **-tain**. Other examples are mountain, fountain, curtain, bargain, certain, etc. Pupils who started a list of words showing this feature can probably add more.

Exercise 3: The word object is another example of related words that help solve spelling problems. The noun form clarifies the spelling of the vowel in the first syllable (ob'ject) and the verb form, that of the vowel in the second syllable, (ob ject').

Since this stress shift is a common method of indicating different functions in the same word, pupils should be encouraged to look for other examples (address, conduct, conflict, produce, record, etc.) but

Exercise 5: The word candles is one of a large group of words ending in a syllabic l that is almost indistinguishable from /əl/ and is so represented in this problem. A final /əl/ may be spelled **-le** or **vowel + l**, (pedal, model, pencil, carol and the suffix **-ful**), giving rise to many homophones (pedal/peddle, medal/meddle, metal/mettle, bridal/bridle, etc.). There is no general rule governing the choice of these spelling patterns; pupils must therefore be warned to pay careful attention to the spelling of /əl/.

Extending Your Spelling Skills



1. Copy the following chart and complete it with these words.

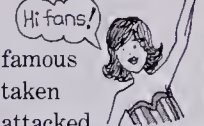
inches
crayons
candles



bottle
happen
husband



famous
taken
attacked



Some examples:

Word	Word in syllables with stress mark	Vowel sound in stressed syllable	Vowel sound in unstressed syllable	Word in pronunciation symbols
captain	cap' tain	/a/	/ə/	(kap' tən)
inches	inch' es	/ɪ/	/ə/	(ɪnch' əs)
bottle	bot' tle	/o/	/əl/	(bot' əl)
famous	fa' mous	/ɑ/	/ə/	(fā' məs)

2. These words can be pronounced in two different ways.

object record permit present

ob'ject object'
re'cord record'
per'mit per mit'
pre'sent present'

Write them in syllables and put in the stress mark to show the two pronunciations.

Then write a sentence for each pronunciation to show how the word is used. *Individual responses*
If you have difficulty, check a dictionary.

Some examples: 3. Copy this chart.



ends in ch singular—plural	ends in sh singular—plural	ends in ss singular—plural
witch—witches	wish—wishes	dress—dresses
inch— <u>inches</u>	dish— <u>dishes</u>	press— <u>presses</u>
rich— <u>riches</u>	wash— <u>washes</u>	mess— <u>messes</u>
patch— <u>patches</u>	fish— <u>fishes</u>	boss— <u>bosses</u>

Write words that end in ch, sh, or ss and underline these final letters in each.

Then write the plural forms by adding es.
Three are done for you.

Extending Your Spelling Skills

Exercise 1: Draw pupils' attention to the **ou** spelling of /ə/ in famous; ask them for other examples, (delicious, glorious, vicious), and establish that **ous** is a regular suffix.

Exercise 3: This exercise requires pupils to draw on their own vocabulary for examples of words with these endings.



4. Copy and complete these short verses using list words that rhyme with the underlined words.

Some examples:

I'm telling you
Put on your shoe.

See how he stands
Up on his hands.

You're not allowed in this dance
In those long baggy pants.



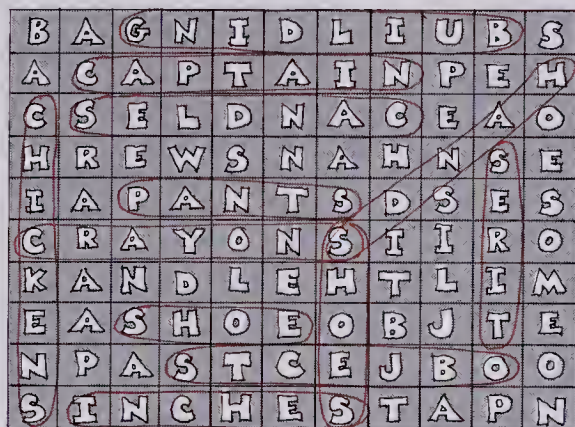
5. Thirteen list words can be found in this puzzle. Look in every direction and write the ones you see in your notebook.

Can you find the list word that appears twice? *shoes*

Across:
building
captain
candles
pants
crayons
shoe
object(s)
inches

Down:
chickens
shoes
tires

Diagonal:
hands



Unit Test

How many words did you get right on this test? If you misspelled any words, look and see where and why you made your mistakes.

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Unit Test

Exercise 4: If any pupils have difficulty with the verses, help them collect rhyming words. Conduct a co-operative group activity so that every pupil has a rhyme of some kind. Make arrangements for pupils to share their rhymes.

Continue to stress self-correction, the diagnosis of errors, and the systematic study of misspellings.

Unit 27

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To understand the concept *syllable* and to use this knowledge in learning to spell polysyllabic words.
- To review the following sounds and their spelling patterns: /sh/ — **ti** (vacation) and **ci** (especially); /s/ — **c** (principal), **sc** (science); /k/ — **c** (corner).

Pretest

Dictation

We have a new geography teacher.

Our principal is Mrs. Gordon.

He wove a basket for fruit.

"Wow!" she said, "What a ring!"

The plastic top keeps the drink hot.

Miners discovered gold here.

It is especially nice of you to remember.

They met at the corner.

The doctors are out on house calls.

We enjoyed our vacation.

Those tadpoles will be frogs soon.

Anthony loves chocolate bars.

The wheat looked golden in the sun.

He will probably be here soon.

Our science course includes the study of plants.

This is my favorite picture of Muffin.

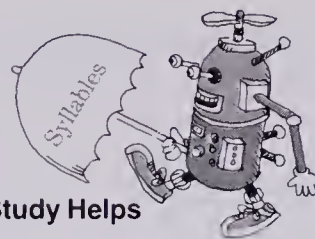
27

geography
principal
basket
wow
plastic
discovered
especially
corner
doctors
vacation
tadpoles
chocolate
golden
probably
science
picture

Pretest

How many words did you spell correctly? Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.

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Study Helps

1. Say the underlined words.

Listen for the number of syllables in each.

Mei Lin said, "The principal just told me I got 100% in both my geography and science tests."

Her brother said, "Wow!"

Write the underlined words in the order of the number of syllables. vow science principal geography

2. Say the underlined word.

I don't eat chocolate bars.

Did you say (chok' lit) or (chok' ə lit)?

Remember, whichever way you say this word, the spelling is the same.

Write the word.

If this is a problem word for you, study it with the steps:

LOOK SAY COVER WRITE CHECK

3. Say the underlined word.

Tina is especially fond of carrots.

How many syllables do you hear?

Did you say (es pesh' ə lē)?

Write the word.

Use the study steps to learn the spelling of this word.

4. Write the list words under these headings:

Two Syllables

Three Syllables

Four Syllables



Study Helps

Exercises 1-4: These exercises concentrate on the value of syllabication as a means of helping pupils identify syllables that they usually omit in normal speech, a habit that leads to misspellings.

Suggest that pupils look at how syllables may be constructed. By using single syllable words, help them to discover that a syllable may vary from a single vowel sound /i/ spelled with a single letter (I), to a combination of up to three consonants + a vowel + up

5. Principal and principle are homophones.

4. Two syllable words Write these words and underline the last three letters in each. principal principle

basket
plastic
corner
doctors
tadpoles
chocolate
golden
science
picture

Look them up in the *Mini-Dictionary* and use them in sentences to show their different meanings.
(It may help you to remember which word is which if you think of the principal of a school as a pal.)

6. Say geography, science.

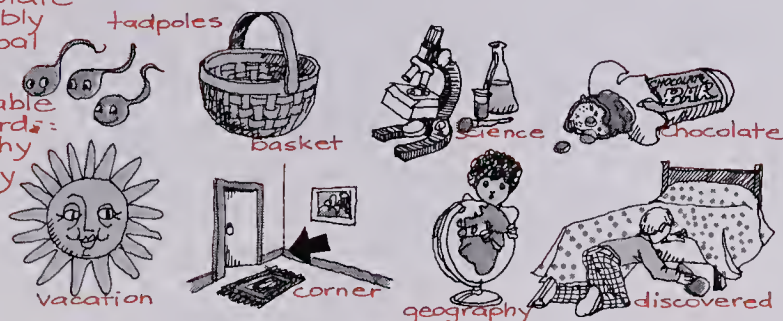
Write the words in syllables.

ge og ra phy
sci ence

7. Write list words that match these clues.

Three syllable words:
discovered
vacation
chocolate
probably
principal

Four syllable words:
geography
especially



8. Write two list words in which you hear /sh/.
Circle the letters that spell /sh/ in each word.

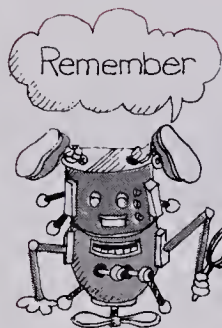
espe~~ci~~ally vaca~~ti~~on

9. Write three list words in which you hear /er/.
Circle the letters that spell /er/ in each word.

discovered corner picture

10. Write two list words in which c is used to spell /s/.
Write seven list words in which c is used to spell /k/.

plastic discovered corner doctors vacation
principal science
chocolate picture



Saying words syllable by syllable can help you spell them.

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The study of the word in terms of its syllables, then, draws pupils' attention to elements in the word that very rarely occur in ordinary, conversational speech. It might be advisable to have pupils say the word syllable by syllable aloud (but quietly) as they write the word in syllables — ge·o·gra·phy and e·spe·cial·ly.

Exercise 5: Check that pupils understand the term *homophone*. You could, at the same time, review the term *homograph* by asking pupils to explain the difference between the two terms.

Exercise 7: Some discussion could help pupils to interpret the pictures rather than just name the objects depicted.

Exercise 8: This exercise affords an opportunity to review the **ti** spelling of /sh/ by having pupils collect illustrative words from previous units; words like addition, fraction, etc., from the math unit; pollution (Unit 11); hibernation, etc., (Science Unit). Point out that the **ci** in especially, although once pronounced /si/ has now become /sh/. Also, just as the **ti** spelling for /sh/ is part of a common ending /shən/ spelled **tion**, so **ci** is part of the ending /shəl/, spelled **cial**. Ask pupils for other words with this ending, for example, special, facial, racial, financial. Alert them to the possibility of final /sh/ spelled **ci** in other endings (-*cious* and -*cian*).

to four consonants [(strəŋkths) strengths], although four final consonants is a rare occurrence. The range can be shown by the following sequence of words and vowel-consonant patterns:

V CV CCV CCCV CCCVC
I pie spy spry sprit
CCCVCC CCCVCCC
sprint sprints

Spelling problems tend to occur when some element of a word is dropped in normal speech. The word geography demonstrates the

loss of a vowel that occurs immediately before another vowel; thus geography is often pronounced (jo' gra fē). Chocolate and especially demonstrate the loss of an unstressed vowel, medial in chocolate (chok' lit) and medial in especially (es pesh' lē).

Note that the **i** in especially no longer represents a vowel sound but together with **c** acts as a digraph spelling /sh/.



Extending Your Spelling Skills

1. The dictionary helps us to find meanings, and pronunciations of words. A dictionary can also help you to find out the spelling of a word.

Suppose you wanted to write this sentence and weren't sure how to spell the word written in pronunciation symbols. What could you do?

The clown at the (sér' kəs) shook my hand.

To find a word in a dictionary, you must know at least the first two letters.

Does (sér' kəs) begin with the letters se? Check in the *Mini-Dictionary*.

What other letters besides s can be used to spell /s/? c

What other letters besides e can be used with r to spell /ér/? a, i, o, u

Look again in the *Mini-Dictionary* for the spelling of (sér' kəs).

What is the man in this picture doing?



Do you know how to spell that word?

What letters might the word start with? n, kn

Find it in the *Mini-Dictionary*.

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Extending Your Spelling Skills

Exercise 1: This particular exercise is clearly of the utmost importance. Pupils who do not know how to look up a word are not going to use a dictionary effectively, and they will not be able to extract from it any of the valuable information it contains.

When pupils have had experience in searching for words, a discussion of their techniques and the pooling of discoveries would be invaluable.

This would be an appropriate time to introduce pupils to the chart

"Common Spellings of English Sounds" on pages 160-161 of their books. This chart is an invaluable aid to pupils who want to consult the dictionary for spelling, but are unsure where to look. It would be wise to discuss the information contained in the chart, and provide extra practice in its use, similar to the lesson just completed. The beginning letters of a word are the most important for locating words in a dictionary, but the middle sounds should not be neglected because this could determine the alphabetical order.

Some examples:
Dad, pop, pip, pep,
did, dud, noon, deed
refer, sees

2. Write the list word that is a *palindrome*. *wow*
Remember, this special type of word can be spelled
backward or forward without changing the spelling or
the word.

Write these phrases backwards.

now on

put up

too hot to hoot

Write any other palindromes you can think of in your
notebook.



3. "Ladies and Gentlemen,
Our group of judges has decided that _____
_____ has probably made the most important
scientific discovery of this century. We are
especially pleased to be able to present this special
golden cup award."

Fill in the blanks with your name and then write what
you would say in your "thank you" speech.

Describe what you have discovered so that the
audience too will be convinced of your greatness.

Include as many list words as possible. *Individual
responses*

4. Read the following words.

Write them in two lists.

/ō/-ow */ou/-ow*
blow how
crow brow
flow cow
glow chow
low how
mow how
row pow
show row
snow plow
tow vow
sow sow

<i>/ō/-ow</i>			<i>/ou/-ow</i>		
grow			how		
how	chow	how	pow	show	
blow	crow	low	plow	snow	
brow	flow	mow	row	tow	
cow	glow	now	sow	vow	

Unit Test

How many words did you get right on this test?

Record your score on your chart.

If you misspelled any words, be sure to write them in your
problem word list.

Unit Test

Exercise 4: Draw pupils' attention
to the homographs row and sow,
and make sure they can distin-
guish them.

Since this unit involves the learn-
ing of many words that do not
show a common spelling pattern,
check to find out whether the
same mistakes are being made in
the pretest and final test. If such is
the case, find out how systema-
tically pupils are applying the
five-step learning procedure, and,
if necessary, reread page 5 with
them to remind them of all the
steps.

Unit 28

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objective

- To review the spelling patterns for a final /ē/: **ee** (tree), **ea** (sea), **y** (body), **ie** (goalie), **ey** (key), **e** (me), and to understand the concept *antonym*.

Pretest

Dictation

This car was painted in the factory.
The key to my diary is safely hidden.

Shadows looked spooky on the wall.

This mystery has a scary ending.

The road to the beach is crooked.

There is an echo in the valley.

She was an enemy of her country.

A terrible storm caused a lot of damage.

The sun is very bright!

Draw a straight line.

The infant's toes are tiny.

I start the morning with a glass of juice.

Metro zoo has a grizzly bear.

Our kitchen table is round.

We can go because the snow has stopped.

Kira is my best friend.

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factory
key
spooky
scary
crooked
valley
enemy
terrible
bright
straight
tiny
glass
grizzly
round
because
friend

Pretest

How many words did you spell correctly?
Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.

Study Helps

1. Listen for the final /ē/ as you say the underlined words in this sentence.

The hungry baby was very busy playing with the house key.



What letter and letter combination are used to spell the final /ē/? **y ey**

Write the list words in which you hear a final /ē/ sound. **factory key spooky scary enemy tiny grizzly valley**

2. Write *all* the list words that match each of these descriptions.

- is spelled with **gh** **bright straight**
- has three syllables **factory enemy terrible**
- has the same vowel sound as **book** **crooked**
- spells the vowel sound /e/ with the letter combination **ie** **friend**
- ends with /z/ **because**

3. Write two list words that are *antonyms* (opposites).

Use them in one sentence. **crooked (straight) friend (enemy)**

4. Write the list word that is a homophone for strait. Use them both in sentences to show that you know their meanings. **straight** Individual responses

Study Helps

Exercise 1: Pupils could be asked to write the list words in two columns headed, y-words and ey-words. This procedure will serve to focus attention on the two **ey** words, associate them, and thus reinforce their spelling pattern. Because the **ey** spelling is the less common, you could ask pupils to add any other words they know that have a final /ē/ spelled **ey** (monkey, donkey, etc.).

Exercise 2: Checking this exercise will indicate the pupils' ability to analyse sounds and their knowledge of sound-spelling relationships.

Draw pupils' attention to the following points:

1. In bright and straight the **gh** is part of the spelling of the vowel sound and does not represent a consonant sound.
2. The final syllable of terrible is an example of /əl/ spelled **le**. You could add that **-ible** is a common suffix and that pupils

5. Two list words are formed from a base word plus the ending *y*.
 Write them and their base words.
 Which word has a change in the spelling of the base word when the ending *y* is added?

spooky - spook
 scary - scare

scare

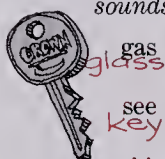
6. Rearrange the words in each of these two groups to write two different sentences for each group. Be sure to use all the words each time.

Individual responses

TINY AND GLASS ROUND THE IS

SPOOKY IN SCARY MAN THE WITH
 VALLEY CROOKED NOSE A
 THE STAYED

7. Write rhyming pairs by matching the words below with list words.
 Remember, words that rhyme have the same ending sounds, but not necessarily the same spelling.



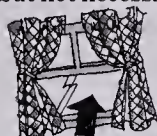
gas
 glass

see
 key

shiny
 tiny

hate
 straight

Sally
 valley



send
 friend

bite
 bright

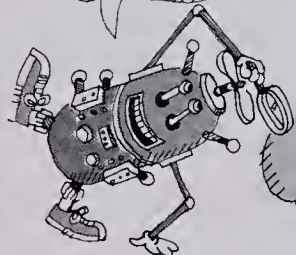
marry
 scary

frowned
 round

bearable
 terrible



Remember



Final /ē/ can be spelled y as in spooky or ey as in valley.

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should look out for other examples of it (visible, edible, sensible, etc.).

3. Crooked and spooky share the spelling oo but it represents the vowels /ū/ and /ü/ respectively.
4. Friend is the only word in which /e/ is spelled ie.
5. A final /z/ is almost always spelled se; a final /s/, either ss as in glass or ce as in ice.

Exercise 3: When you review antonym, make sure that all the pupils understand the concept opposite.

Exercise 4: If any pupils do not know the word strait, have them find the meaning in a dictionary.

Exercise 5: A case could be made for grizzly (as well as spooky and scary) being formed from a base word grizzle and the ending y. Warn the pupils that grizzly is not to be confused with its homophone grisly, a word that belongs in the horror comics and not necessarily to be applied to bears.

Exercise 6: If any pupils seem to have problems finding a second sentence, remind them that questions are also sentences.

Extending Your Spelling Skills

Exercise 1: Again, you could ask pupils to collect examples of each different spelling of /ē/ into a separate column. As an extension, you could ask them to write three or four more examples of each spelling pattern using words from their vocabulary. The exercise will need careful checking.

The final syllable of Wednesday is pronounced (dā) if stressed and (dē) if unstressed. If no pupil lists the word, you could start an investigation of how various pupils say it. One way of dealing with the situation is to tape pupils saying sentences containing the word Wednesday. Of course, if you could record a spontaneous extempore conversation containing the word, that would produce a more natural pronunciation. Some pupils could try writing what they hear in dictionary symbols and then compare the results.

Exercise 2: Help any pupils having problems. Take them over the instructions step by step and then go through the process once or twice, so that they are quite familiar with the puzzle.

Exercise 3: Allow some pupils to use small paper squares with a letter printed on each, to unscramble the list words. Not every pupil can rearrange the letters in his/her head, keeping track of what has been used and what remains.

Extending Your Spelling Skills

tea chimney
turkey tree
January key
valley
body
carry
goalie
fifty
sea
see
me



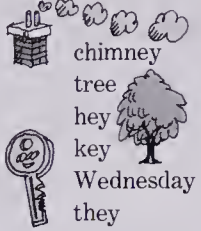
tea
turkey
away
scary
July
January



buy
pay
toy
valley
body
carry



fry
goalie
fifty
sea
see
me



chimney
tree
hey
key
Wednesday
they

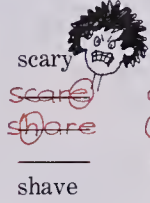
1. Say these words and write only those in which you hear a final /ē/. Underline the letters used to spell /ē/ in each word you write.

2. Change the top word into the bottom word. Replace *one* letter of the first word with a letter from the bottom word to spell a new word. Repeat the process until you get the bottom word. Look carefully at the example.

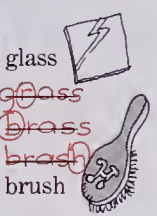


key
~~key~~
~~beg~~
bag

tiny
~~tiny~~
~~pint~~
~~pint~~
part



scary
~~scary~~
~~share~~
shave



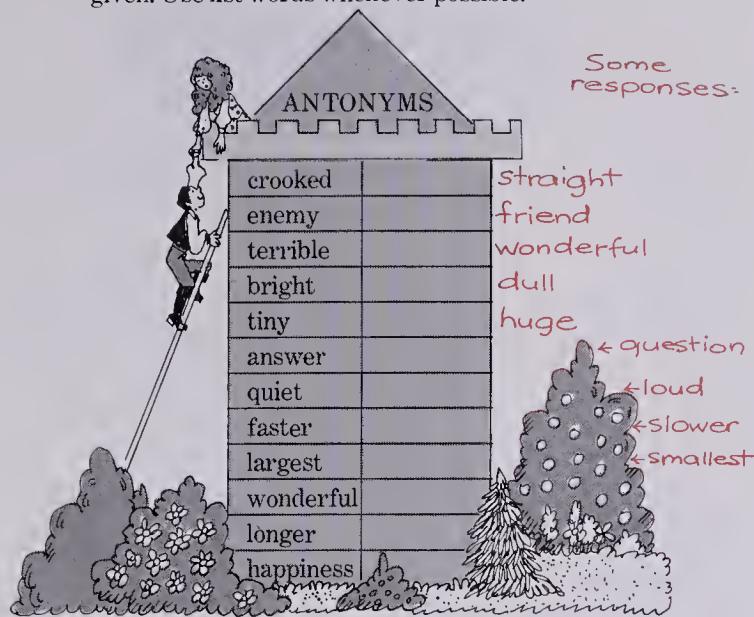
glass
~~glass~~
~~brass~~
brush

3. Unscramble the following letters to write list words.
scary bright valley glass
csyar tighrb valey sagls
retbirel oryfact sightart seeabuc
terrible factory straight because
4. Say to yourself: "I will walk on that _____ path in the forest."
Which list words could you use to complete the sentence? Write in your notebook all those list words that could be used to *describe* the path. Write *two* other list words that can be used to describe things or people or animals.
Use each one in a sentence. *Individual responses*

path: Crooked
terrible
scary
bright
spooky
straight
tiny

any two: tiny
round grizzly
scary enemy
crooked terrible
spooky friend

5. Copy this *antonym* (opposite) tower.
Fill in the right side with antonyms of the words given. Use list words whenever possible.



6. Write three sentences to show three different meanings for round. *Individual responses*
7. Write a list word and another word that are *synonyms* (words that mean the same) for the first two words in each group. *Some responses:*
- bad, dreadful, terrible, awful.
intelligent, clever, bright, smart.
curved, twisted, crooked, bent.
alarming, hair raising, scary, frightening

Unit Test

Did you make a perfect score?
Be sure to record it!

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Exercise 4: The way in which pupils choose their words will soon indicate whether they understand the function of adjectives or not. Although spooky and scary are almost stock answers and straight and crooked are obvious choices, challenge pupils to find other words that they could use, and could justify.

Encourage pupils to write sentences that are precise, informative and interesting so that instead of writing,

Last night the wind was terrible.
they will produce a sentence containing details that will show how the wind caused terror.

Exercise 5: Remind pupils to use their newly-acquired dictionary skills to find out how to spell words they are uncertain of.

Exercise 6: Pupils who cannot think of three meanings for round should check the dictionary.

Exercise 7: As a supplementary exercise you could ask pupils, when they have found the synonyms, to arrange them in order of intensity. If, for instance, they added horrible and nasty, ask which of the words is the least unpleasant, and which the worst, and which the next to worst.

Unit Test

Since there are many varied spelling patterns involved, have pupils compare the pretest and unit test results for words misspelled in both. Have them check their diagnosis of the original misspelling to see whether it needs to be modified. Remind them to use the five-step system on the odd words.

Unit 29

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objective

- To extend pupils' knowledge of syllables and stress as aids to spelling.

Pretest

Dictation

A small cannon boomed in the distance.

The new driver was in the middle of the road.

Lindsay was given a reward for finding the kitten.

Our family stopped at the motel off the highway.

I have never stepped on an ant.

My allowance has been raised to a dollar.

There are daily tours through the mansion.

Please reply before the eighth of April.

The genie appeared when the lamp was rubbed.

Mitzu's paws are covered in mud.

Did you notice his purple socks?

Brenda's friend solved her problem.

The windows are stained glass.

Cacti thrive in the desert.

This egg needs one more minute to cook.

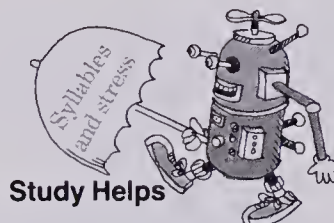
There is enough light for reading in here.

29

cannon
middle
reward
motel
ant
dollar
mansion
reply
genie
paws
notice
problem
windows
desert
minute
enough

Pretest

How many words did you spell correctly? Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.



Study Helps

- When words with *double consonants* are written in syllables, the break is made between those letters.

For example: happen = hap pen
follow = fol low

Write three list words that are spelled with double consonants and break them into syllables.

can non mid dle dol lar

- Write *two* one-syllable list words.

ant paws

- Write these headings in your notebook.

Stress on First Syllable Stress on Second Syllable

Write the two-syllable list words under the right heading.

Break each one into syllables and mark the stressed syllable.

Stress on first syllable: mi nute' re ply'
second syllable: re ward' de sert'
mo tel' e nough'

- Write two list words that can be pronounced in two different ways.

minute desert

Note where the stress mark is as you read the following dictionary pronunciations of these list words.

(min' it) (dez' ert)

(mī nūt') (di zert')

Copy the dictionary pronunciations in your notebook.

Beside each, write a sentence to show the meaning of the word.

Individual responses
If you're not sure, check the dictionary.

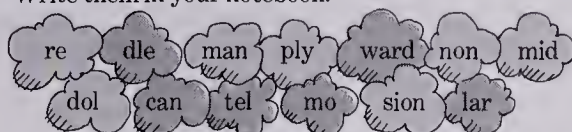
Study Helps

Exercise 1: Remind pupils that the syllable break between double consonants is a convention that applies only to written and printed matter. They should never try to pronounce both consonants since they stand for a single sound. The study of syllables is only undertaken as an aid to spelling. The major intent is to have pupils pronounce the long word to themselves in smaller sound units that often facilitate spelling. By so doing, their attention is drawn to

syllables that are often lost in normal speech and to the spelling of vowels in unaccented syllables. Whether the division into smaller sound units corresponds precisely with an arbitrary set of syllabication rules is quite secondary in importance.

reward
dollar
mansion
cannon
motel
reply
middle

5. Combine these syllables to form *seven* list words.
Write them in your notebook.



Can you find three non-list words?

Check the spelling of the words you write with a dictionary.

Some words: candle, molar, more

6. Write list words for these dictionary pronunciations.

(kan'ən) cannon (dol'ər) dollar
(man'shən) mansion (dez'ərt) desert
(prob'ləm) problem

Underline the vowel letters used to spell /ə/ in the unstressed syllables.

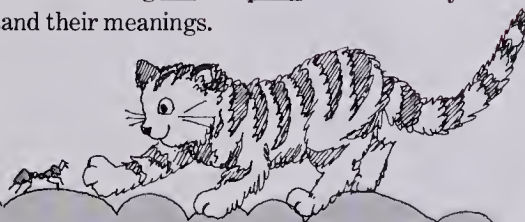
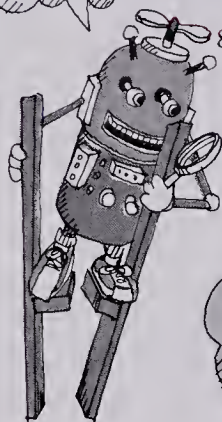
7. Write the list words that begin with m in alphabetical order. mansion middle minute motel

Then compose a sentence using these words.

Individual responses

8. Write sentences using ant and paws to show that you understand their meanings.

Remember



Spelling can be easier if you pronounce words carefully and pay attention to stressed and unstressed syllables.

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Exercise 2: Remind pupils that this ant is not the same as their aunt.

Ask pupils for other words in which /o/ is spelled aw, (law, lawn, dawn).

Exercise 3: One possible rule for syllable breaks can be adduced from the examples given in exercise. 4. When there is only one consonant *sound* (not letter) between two vowels, it forms part of the stressed syllable; in other words, the stressed syllable tends to be closed.

Exercise 4: Ask pupils which word that they recently studied has two stress patterns (object, Unit 26).

Draw pupils' attention to the differences in pronunciation, arising from the differences in stress.

Ask pupils for the meaning of desert and distinguish it from its homophone dessert.

Exercise 5: Each syllable may be used as many times as is necessary.

Man, wand and can are, of course, words as well as syllables and credit should be given for recognizing them, but pupils should be encouraged to look for more words made by combining the syllables.

Exercise 6: The suffix -sion has occurred in previous units where it was used to spell (zhən) as in division; here, and wherever it follows a consonant, it represents (shən); tension, compulsion are other examples of this spelling pattern.

Exercise 7: There may still be pupils who do not yet understand alphabetizing. If you discover any, start them off with simple examples involving the initial letter only, then proceed to second and third letter discrimination.

Exercise 8: Emphasize that it is not sufficient to use ant and paw in a sentence. The sentences must contain enough information to show the meaning of the word.

Extending Your Spelling Skills

- Write the list words that match these descriptions:
 - has /k/ in the first syllable *cannon*
 - uses y to spell /i/ *reply*
 - second syllable ends in /z/ *windows*
 - uses aw to spell /o/ *paws*
 - has a final /s/ *notice*
 - has /sh/ in the second syllable *mansion*
 - has two consonant blends *problem*
 - has a final /f/ *enough*
 - has a final /ē/ *genie*
- Copy the following and write the new words that are formed by combining parts of two words.
The list word is done for you.

motor + hotel = motel
motor + pedal = *moped*
charcoal + broil = *charbroil*
smoke + fog = *smog*
breakfast + lunch = *brunch*

Make some interesting *NEW* words by combining the underlined parts of the following words.

Write your *NEW* words in sentences.

Examples:
gigantic + enormous = *gigormous*
spaniel + poodle = *spanoodle*

How many more *NEW* words can you invent by combining parts of words you know?

Start a list of your own. *Individual responses*

- Write these words and their homophones from the word list:

~~ant~~ *paws* *desert*
 aunt pause dessert

Use each pair of homophones in a sentence to show the different meanings. *Individual responses*



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Extending Your Spelling Skills

Exercise 1: While treating this exercise as a puzzle, insist on exact compliance with the clues, for instance, paws does not match “has a final /s/” because, although it has a final letter s, this letter represents /z/.

Remind pupils of the final /ē/ spelled *ie* that they met in Unit 16 (goalie). They probably know from television programs that the word genie comes from the Arabic jinni, meaning “a demon or spirit capable of assuming human form.”

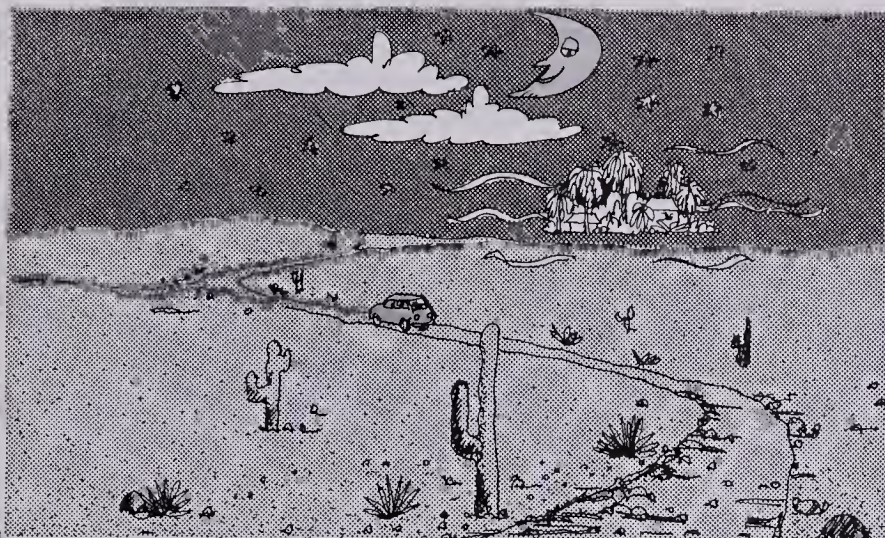
Exercise 2: Make the second part of this exercise an experiment in language change. Suggest that pupils start to use one of their invented words when talking to friends outside their class and see how long they have to wait for someone to say the word to them.

Exercise 4: This exercise may require more time than is available in the periods allotted to spelling. It could become part of the written composition program for the week.

The intention of all the story writing exercises is to give pupils an opportunity to “use in context” the list words they are studying.

4. Complete this short story using as many list words as possible. *Individual responses*

It was very dark and we were lost. The wind was blowing and the night seemed very spooky as we drove through the middle of the desert. All of a sudden my sister sat up very straight. She couldn't believe what she saw through the car windows ...



Examples:
laws jaws
pant grant
tough rough

5. Write as many new words as you can by:
- substituting different letters for the w in paws.
 - adding letters to the beginning of ant.
 - changing the en in enough.
- (Note the ough can spell *five* different sounds.)

Unit Test

How many words did you spell correctly? Compare this test with the Pretest. If you misspelled a word on both tests look to see where and why you made your mistakes.

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Unit Test

Exercise 5: Remind pupils that they can add blends as well as single letters.

The variants on enough could be grouped by pronunciation. This would serve as a review of this group of words.

You could change the stress pattern on desert and minute in this test from the one you used in the pre-test. After studying the words, pupils should be able to spell the word whichever way it is spoken.

Remind the pupils again to say the word you dictate softly to themselves and to think carefully about the sounds and letters as they write.

Objectives

To review and reinforce each pupil’s ability to spell and use in context those high-utility words listed in Units 25-29. To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

- To review and extend the use of the following sound-symbol relationships as aids to spelling: /ā/ — ay (stay), ey (they); /ē/ — y (tiny), ey (key); /ī/ — y (July); /s/ — ss (glass), ce (science), s (pants); /z/ — s (shoes), se (because).
- To review and demonstrate understanding of the concepts *stress*, *contractions*, and *base word + ending* as aids to spelling.

Looking Back

Exercise 1: A major portion of each pupil’s time and effort should be devoted first to a study of those words that have previously been identified as problem words.

One method of review that pupils might adopt is to classify their problem words under the appropriate sound spelling relationship (/ē/ spelled **ie** or /əɪ/ spelled **le**, for instance). A check of these classifications might help pinpoint individual problems.

The review exercises are intended for all pupils, whether or not they had errors in the previous five units. Reinforcements of learnings and skills can help pupils to become automatically good spellers and to develop a “spelling consciousness.”

Looking Back

2. adventures
geography
principal
discovered
especially
enemy
- factory
terrible
probably
chocolate
vacation
3. adventures
vacation
geography
discovered
especially
enough
minute
- motel
objects
reply
because
reward
desert

1. List the words you misspelled in Units 25 —29. Circle the part(s) in each one that caused you problems. Use this information to help you study these words.
2. Write all the list words from Units 25 —29 in which you hear three or four syllables.
3. Write all the list words from Units 25 —29 in which the stress is on the *second* syllable.
4. Have your teacher or a friend dictate the following sentences to you.



There’s the boy’s pencil in the crayon basket.
Someone said they’re visiting a spooky mansion in the desert on their vacation.
The enemy probably discovered the straight highway out to the airport.
My friend’s cat had a terrible problem with one of its paws.
Our principal objects to us not wearing shoes in the school building.

Make sure to *proofread* your work before you check it.

5. Copy and complete this chart with list words from Units 25 —29 in which you *hear* a final /s/, /z/, or /əz/. Underline the letter(s) used to represent these sounds. Circle the words that are *plurals*.

Final /s/	Final /z/	Final /əz/
Examples: glass <u>s</u>	<u>shoes</u>	<u>inches</u>

Examples:

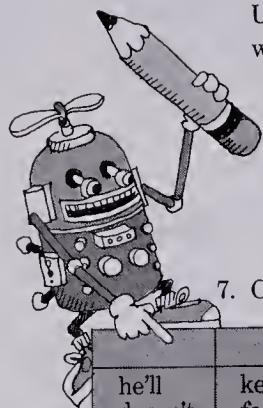
Exercise 2: Have pupils write the words in two lists, three-syllable words and four-syllable words separately. Suggest that pupils say each word quietly to themselves, syllable by syllable, as they write it to eliminate the possibility of omitted syllables.

Exercise 3: Remind pupils to include all words like object that have the stress on either syllable.

6. The letter or letters left out in the following words spell the vowel sound /ā/, /ē/, or /ī/.

Fill in the missing vowel sounds and write these list words in your notebook.

Underline the letter(s) you used to complete each word.



scar y tin y Jul y especial y
 the y'd k ey cr ay ons repl y
 enem y bod y vall ey pl ay er
 st ay ed l y ing troph y highw ay

7. Copy the following chart.

2	3	4	5	6	
he'll doesn't boy's there's	key factory January reply	notice tiny round large	quickly especially suddenly grizzly	bowling longer followed plastic	reply because pencil geography
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

(boy's) (reply) (notice) (grizzly) (plastic) (pencil)

Examine the words in each column and fill in one of these headings at the top of each column.

HEADINGS:

2. Final /ē/
 3. Describing Words
 1. Contractions
 6. Stress on Second Syllable
 5. Base Word + Ending
 4. Base Word + Ending ly

Circle the word that does not belong in each column.

Write two more list words from Units 19—29 that do belong.

List words:

1. they're I've 2. quickly valley 3. scary spooky 4. finally probably 5. discovered objects
 6. enough reward



Exercise 5: This exercise could be expanded, once the initial classification has been done, to an examination of the spelling patterns of /s/ and /z/ and of the conditions governing the form of the plural ending.

Pupils should be helped to arrive at the generalizations that a final /s/ is most likely to be spelled ss or ce and that final /z/ is commonly se.

Exercise 6: This exercise could also be expanded by requiring pupils to classify the words by the spellings of the inserted vowel sounds. Having done that they could be asked how tiny and body come to be in one column and July and reply in another column, and what other difference exists between the two pairs of words. The close examination of the words should lead to the discovery of difference in stress. The next question to be investigated then is whether y spells /ē/ only in final unstressed syllables.

Exercise 7: The instructions and requirements should be discussed thoroughly and one or two columns analysed before allowing the pupils to work independently. If necessary, work through all the columns orally with the whole group leaving to them the task of finding the extra words on their own.

Exercise 4: When you dictate these sentences encourage pupils to write the complete sentence from one dictation. To do this they must grasp the sense of the sentence. It is, therefore, necessary to read the sentences to them and encourage them to query any part they do not understand. Once all questions and doubts have been cleared up, a single reading should suffice for the dictation.

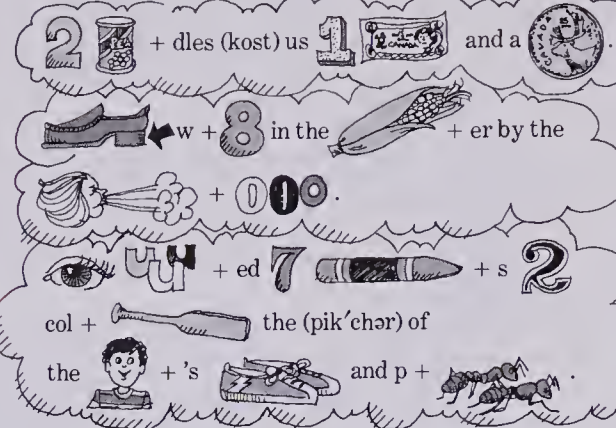
the sentences into their natural units — subject, predicate, modifying clauses, etc., avoiding word by word dictation.

If there are pupils who cannot handle so big a unit, break

8. A puzzle that uses pictures to represent syllables or words is called a *rebus*. Examine the clues in this rebus and write each sentence correctly in your notebook.

Two candles cost
us one dollar and
a quarter.
He'll wait in the
corner by the
windows.

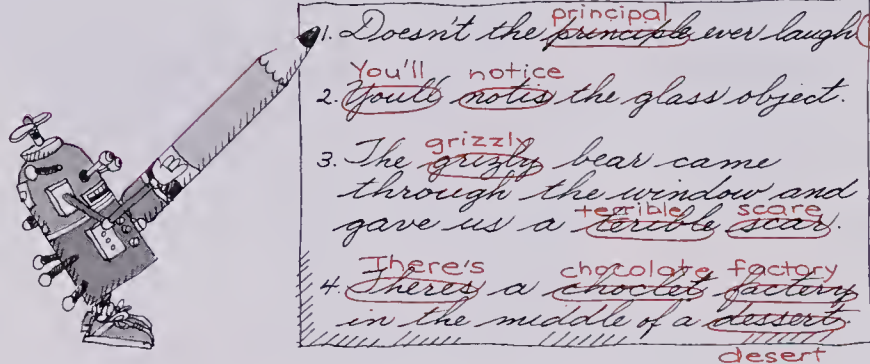
I used seven
crayons to color
the picture of
the boy's shoes
and pants.



Make up your own rebus and exchange it with a friend.

9. Rotor has to recopy the sentences in which there are three or more mistakes.

Find the ones that Rotor will have to recopy. Write them correctly in your notebook.



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Exercise 8: Pupils who are encountering a rebus for the first time will need some help with the interpretation of the clues. Develop the notion that clues may represent the spelling of a word or syllable but more frequently the clues represent the sound that has to be spelled appropriately to fit the context.

Exercise 9: Remind pupils that an omitted apostrophe is like an omitted letter, it's a spelling error.

Although not all mistakes have to be corrected, they have to be identified. When checking the exercise, ask pupils to justify the omission of sentences.

Discuss pupils' selections, asking them, if they are right, to justify their choice, and, if they are wrong, where the misunderstanding occurred.

10. Read the sentences. Find each underlined word in the dictionary entries below. Write the word and the number of the meaning that fits the sentence.

desert²
reward¹
genie
mansion
object⁴
factory¹
glass¹
plastic¹
principal²
geography¹
captain³

You must not desert a friend when she needs you.

His only reward was a pat on the back.

Everyone said a genie lived in the mansion, but it would not object to the new people.

How can a factory make both glass and plastic?

Our principal said he taught geography to the captain of that large ship.

cap-tain (kap'tən) 1 a leader; chief: *Robin Hood was the captain of a merry band. John is the captain of the football team.* 2 an officer in the armed forces, ranking next above a lieutenant. 3 a commander of a ship. 4 lead or command as captain: *John will captain the team.*

des-ert (dez'ərt) 1 a region with very little water and plant or animal life; barren, desolate land: *The Sahara Desert is a great, sandy region in the northern part of Africa.* 2 barren and desolate: *Saudi Arabia is largely desert land.*

de-sert (di zərt') go away, and leave; abandon; forsake; run away from duty: *The evil parents in the story deserted their children. The guard deserted his post.*

fac-to-ry (fak'tə rē or fak'trē) 1 a building or group of buildings where things are manufactured: *A factory usually has machines in it.* 2 in former times, a trading post: *Moose Factory, Ontario.*

ge-nie (jē'nē) a powerful spirit: *When Aladdin rubbed his lamp, the genie came and did what Aladdin asked.*

ge-og-ra-phy (jē og'rə fē) 1 the study of the earth's surface, climate, continents, countries, peoples, industries, and products. 2 the surface features of a place, region, or country. 3 a book about geography

glass (glas) 1 a hard substance that breaks easily and can usually be seen through: *Windows are made of glass.* 2 a tumbler or similar drinking vessel made of glass, plastic, etc.: *a drinking glass. He filled a glass with water.*

live (liv) 1 have life; be alive; exist: *All creatures have an equal right to live.* 2 remain alive: *He managed to live through the war.* 3 last or endure: *Her good name will live forever.* 4 keep up life: *Most men live by working.* 5 feed: *Lions live upon other animals.* 6 pass life: *to live well, to live a life of ease.* 7 dwell: *My aunt lives in Victoria.*

man-sion (man'shən) a large house; a stately residence.

object (ob'jekt for 1, 2, and 3, əb jekt' for 4) 1 anything that can be seen or touched: *What is that object by the fence? A dark object moved between me and the door.* 2 a person or thing toward which feeling, thought, or action is directed: *an object of study. The blind cripple was an object of charity. Bob was the object of his dog's affection.* 3 something aimed at; an end or purpose; a goal: *My object in coming here was to get her address.* 4 make objections; be opposed; feel dislike: *I made my suggestion, but John objected.*

plas-tic (plas'tik) 1 any of various man-made materials that are made from chemicals and are shaped or moulded when hot: *Some plastics are very strong and tough. Nylon is a plastic.* 2 made of such a material: *plastic cups.* 3 easily moulded or shaped: *Clay, wax, and plaster are plastic substances.*

prin-ci-pal (prin'sə pəl) 1 most important; chief; main: *St. John's is the principal city of Newfoundland.* 2 the chief person, such as the head of a school. 3 a sum of money on which interest is paid. **Principal** and **principle** are pronounced the same.

re-ward (ri wərd') 1 a return made for something done. 2 a money payment given or offered: *Rewards are sometimes given for the capture of criminals and the return of lost property.* 3 give a reward to. 4 give a reward for.

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Review Test

If you have been giving review tests, record the results. Compare them with results from the previous review tests to see whether pupils are improving.

It would be desirable to administer individualized review tests based on each pupil's accumulated list of problem words.

Pupils may be able to work in pairs and administer the tests to one another, or you might have those who have had no errors dictate word lists to those who did have problems.

Special Unit: Social Studies Words

Objectives

- To provide variety in the spelling program.
- To develop interest in learning to spell words that relate to social studies.

Social Studies Words

communication
transportation
tourist
culture

immigration
population
government
legislation

co-operate
community
recreation
industrial

metropolitan
rural
environment
satellite

2. Four syllables:
trans·por·ta·tion
im·mi·gra·tion
pop·u·la·tion
leg·is·la·tion
com·mu·ni·ty
rec·re·a·tion
in·dus·tri·al
en·vi·ron·ment
co·op·er·ate



vowel + r:
environment
co-operate
tourist
government
transportation
rural
culture

1. Discuss the meanings of the list words with your teacher and your group. If you are not sure of the meaning of a word, look it up in the *Mini-Dictionary* at the end of your book. Then write a sentence using that word. *Individual responses*

2. Copy and complete this chart.
Say each list word and write it in syllables under the correct heading. *Pupil activity*

List words in which you hear:			
Two Syllables	Three Syllables	Four Syllables	Five Syllables

3. Write all the list words that: *double consonants*
 - have a *vowel + r* sound in them *satellite*
 - end in /əl/ *communication*
 - are spelled with *double consonants* *immigration*
 - have a hyphen *community*
 - end in (ā'shən) *co-operate*

communication, transportation, immigration, legislation, recreation

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Teaching Suggestions

Exercise 1: Make sure that pupils can identify and pronounce all the words. You may wish to add or substitute words that relate to your current course of study in this field. Now that the pupils have acquired some dictionary skills, they could be made responsible for finding the meaning and pronunciation of any strange word for themselves.

Exercise 2: Many pupils, faced with a long word in their reading, make a guess at its pronunciation, generally omitting two or three syllables. This guess sometimes becomes fixed as the pronunciation, and spelling consequently suffers. By having pupils list words by the number of syllables, they are forced to pay attention to the word a syllable at a time. If they are encouraged to vocalize the syllables as they count and write them, the long word becomes manageable in pronunciation and spelling.

4. Fill in the vowel letters in the following words

emmi <u>n</u> ci <u>e</u> ti <u>o</u> n	eg <u>i</u> st <u>i</u> ti <u>o</u> n
emmi <u>n</u> ti <u>u</u>	metr <u>o</u> poli <u>u</u> m
g <u>e</u> rn <u>u</u> ment	se <u>e</u> ll <u>e</u>
env <u>i</u> ron <u>u</u> ment	ci <u>i</u> st

5. Change the underlined words below to list words.
Write the completed sentences in your notebook.

- (a) Toronto has a (populate) of over two million people.
population
- (b) (Communicate) was difficult because there was so much noise we couldn't hear each other.
Communication
- (c) The members of parliament just passed important (legislate) that will lower the sales tax.
legislation
- (d) (immigrate) laws help people from other countries come to Canada to live.
Immigration

6. Note the spelling pattern for adding the ending *tion* to the bracketed words in question 5. Now write the following words and the *tion* forms.

co-operate	separate	evaporate
hibernate	relate	graduate
precipitate	accumulate	pollute

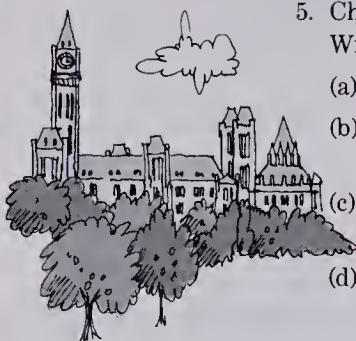
7. Write transportation in your notebook and circle its base word. *transportation*

Note that the ending *ation* was added to the base word.

Write the words below and the new words formed by adding the ending *ation* to each one.

adapt	expect	combine
experiment	consider	examine
present	inform	observe

What spelling change was made to the base words in the third column when *ation* was added? *The final e was dropped.*



co-operation
hibernation
precipitation
separation
relation
accumulation
evaporation
graduation
pollution



Exercise 3: Draw the pupils' attention to the spelling of /ür/. The common spelling in words of English origin is **oor** (poor, moor etc.) but in French loan words it is **our** (amour, detour, contour, etc.).

Draw pupils' attention to industrial and rural. Both are describing words (adjectives), and both end in the common adjectival suffix **al**. Note that in rural and urban, we have borrowed from the Latin (*rus*—country and *urbs*—town).

Exercise 4: Advise pupils to note carefully the vowel letters used in the unstressed syllables.

Exercises 5, 6 and 7: Remind pupils to consult a dictionary for the meaning of any new word they encounter.

Draw their attention to the consistency of the spelling of the suffixes, a helpful feature in learning to spell some of these long words.

Unit 31

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review the following sounds and their spelling patterns: /s/ — ss (princess), s (since), ce (since); /k/ — c (captain), ck (puck); /z/ — s (rides); /sh/ — sh (short), ci (special).
- To understand the concept *prefix*.
- To identify prefixes and to use this knowledge as an aid to spelling.

Pretest

Dictation

I have known her since she was two.

The officer made four arrests.

There is a hole in my pocket.

Her strength comes from her bionic arm.

Morley's bicycle is a ten-speed. He rides the subway to work each day.

The lease states that no pets are allowed.

She finds Canadians very friendly. We visited old friends in Prince Edward Island last summer.

We'll go swimming as soon as we're unpacked.

Each year many people visit Calgary.

My favorite flower is a tulip.

Our backyard fence is high.

The last book I read was short.

I have special memories of our old house.

The truck's noise woke the baby.

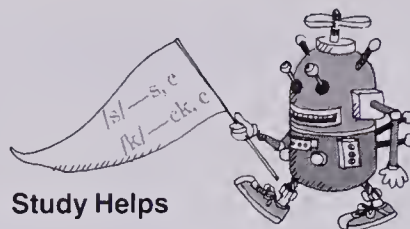
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since
officer
pocket
bionic
bicycle
rides
states
finds
Prince Edward
Island
unpacked
Calgary
flower
fence
short
special
noise

Pretest

How many words did you spell correctly? Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.

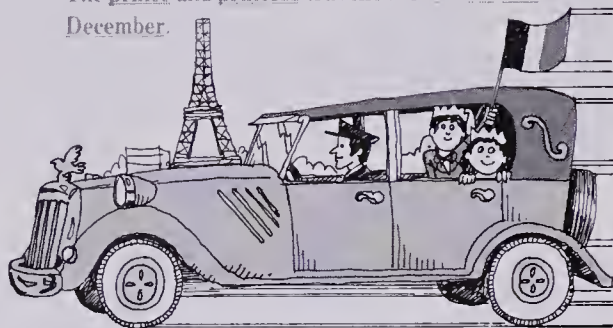
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Study Helps

1. Listen for /s/ as you say the underlined words in this sentence.

The prince and princess travelled to France last December.



What letters are used to spell /s/? ce s ss

Write the list words in which you hear /s/. since fence states officer special Prince bicycle

2. Listen for /k/ as you say the underlined words in this sentence.

The captain of the Vancouver hockey club got hit with a puck.

What letters are used to spell /k/? c ck

Write the list words in which you hear /k/. Calgary unpacked bicycle bionic pocket

3. Write three list words in which you hear /z/. rides finds noise
Underline the letter used to spell this sound.
4. Write two list words in which you hear /sh/. short special
Underline the letters used to spell this sound.
5. Write the name of the smallest Canadian province. Prince Edward Island

Study Helps

Exercise 1: It might be of interest to pupils to learn the origin of the *ce* spelling of /s/. Many words borrowed from French were originally Latin. The Latin alphabet had no letter **k** and therefore used **c** for /k/. The word France with the Latin spelling means "land of the Franks," showing the Latin pronunciation. In the course of time, the original Latin /k/ spelled **c** when followed by /i/ or /e/ gradually changed, through many stages to /s/, resulting in the spelling **ce** or **ci**.

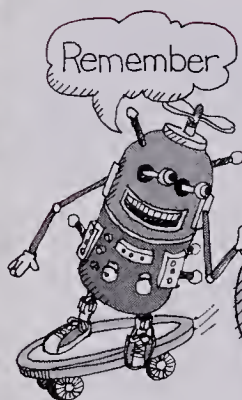
Exercise 2: This exercise provides an opportunity for consolidating the various spellings of /k/. In the initial position, /k/ is spelled **c** before a, o, u, and **k** before i, e: (the only exception is kail). In the medial and final positions /k/ is spelled **k** after long vowels, and **ck** after short vowels. In blends, /k/ is spelled **c** with **r** and **l**; never **k** except in made-up words like klaxon. (In words like tackle, buckle, etc. the **l** is not part of a blend but with the **e** makes up the second syllable.)

/i/
since
officer
bionic
bicycle

/ɪ/
bionic
bicycle
rides
finds
Island

6. Write the list words in which you hear /i/.
Write the list words in which you hear /ɪ/.
Underline the letters used to spell /i/ and /ɪ/.
7. Write the list word that is a homophone of flour. Use them both in sentences to show their different meanings. *flower Individual responses*
8. Fill in the blanks with list words. Write the sentences in your notebook. How could you find a word if you're not sure of the meaning? *Guess the word and check with a dictionary*

tells in speech	She states her opinion very
or writing, says	clearly.
not coming to	I can't go to the movies
the right amount	because I'm short of money
	this week.
makes fun of,	When my big brother rides
teases	me so hard I feel like
	exploding.
fight with	You bring the sword and I'll
swords or foils	teach you how to fence
	as they did in the olden
	days.



Write another definition and sentence for each list word used above to show a more common way of using it. *Individual responses*

/s/ can be spelled with the letter s as in states or c as in officer.
/k/ can be spelled with the letters ck as in pocket or c as in Calgary.

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In words derived from Latin or borrowed from foreign languages, /k/ following a short vowel and followed by a, o, ou u is spelled cc as in succour, succumb, occasion, tobacco; compare these words with accent, succinct, flaccid, accident, etc. in which cc before e and i spells /ks/.

Exercise 4: Note that **sh** is the only spelling of an initial /sh/, except for **ch** in recent words from the French (chassis, chauffeur, etc.).

Exercise 6: You could draw pupils' attention to the coincidence of /i/ and a stressed syllable in bionic and bicycle. The regular **vowel-consonant-e** pattern should be recognized in ride, the special **i + nd** pattern in find, and the very rare spelling pattern of island. Pupils could be asked to supply further examples of each pattern.

Extending Your Spelling Skills

undress
uneven
unfair
unhappy
unimportant
unpack
unpopular
unreal
unusual
unwind
unwrap

1. Examine the words below and write only those that were formed by adding *un* to the beginning of a base word. Circle the base words.

uncle	unhappy	unpack	unusual
undress	uniform	unpopular	united
uneven	underline	unreal	unwind
unfair	unimportant	universe	unwrap

What does *un* mean? Check in the dictionary to be sure.

Base words:

friend	break
pack	comfort
prepare	use
success	faith
reason	think
luck	satisfy
health	organize
	believe

2. Copy all these words in your notebook. Underline *un* and the *endings*.
Beside each one write the base word from which it was formed.

<u>unfriendly</u>	<u>unlucky</u>	<u>unfaithful</u>
<u>unpacked</u>	<u>unhealthy</u>	<u>unthinkable</u>
<u>unprepared</u>	<u>unbreakable</u>	<u>unsatisfied</u>
<u>unsuccessful</u>	<u>uncomfortable</u>	<u>unorganized</u>
<u>unreasonable</u>	<u>unused</u>	<u>unbelievable</u>



3. The *bi* in bicycle tells how many wheels the cycle has. What does *bi* mean? Check in the dictionary to be sure.
twice or two

How many wheels does a tricycle have? *three*
What does *tri* mean? *three*

How many wheels does a unicycle have? *one*
What does *uni* mean? *one*

Write the following words and explain what they mean: biweekly triangle unicorn *Pupil activity*
Check the meaning you wrote with the dictionary.

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Extending Your Spelling Skills

Exercises 1 and 2: Pupils should note that the prefix **un-** is always unstressed but keeps its normal vowel sound. Most children, even before school age, acquire an intuitive grasp of the meaning and function of **un**.

In these exercises both suffixes and prefixes are isolated from the base word so that pupils can gain a conscious understanding of the structure of some formidable looking polysyllabic words, and, from this knowledge be able to spell them accurately and easily.

Exercise 3: The corn part of uni-corn will need to be explained; it is the base part of the Latin word from which the English word *horn* is derived.

While checking the meaning of the prefixes, pupils could also look up cycle and its many meanings.

The prefix *bi-* has its problems; does bi-weekly mean "twice a week" or "every two weeks"? The problem has been solved for

4. Copy and complete these short verses using *list words* that rhyme with the underlined words.

The pictures will give you clues.

Watch for differences in the spelling of rhyming

sounds. *Some possible responses:*



Unfortunately those toys
Make lot of noise.



At the fair our guides
Gave us all free rides.



The prince in the court
Said I was too short.



It doesn't make sense
To sit on a fence.



I gave my hair a rinse
It's been a mess since.



We sold my tricycle
And bought a bicycle.

Unit Test

How many words did you spell correctly?

Mark your chart.

Add any words you misspelled to your problem word list.

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Unit Test

the year; biannual means "twice a year" (better half-yearly), whereas biennial is applied to a plant whose complete life-cycle takes two years to complete.

Compare pupils' results with those of the pretest. Take special note of pupils who have misspelled the same words on both tests. These pupils need special help, as the exercises obviously have not been successful in helping them remember the spelling. Check for outside causes, a degree of deafness or speech impediment, a non-English speaking home situation, as well as the more obvious ones, frequent or prolonged absence, or basic weakness in language.

Unit 32

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate the following spelling patterns:
/ng/ — **ng** (king); /g/ — **g** (gas);
/j/ — **g** (giant).
- To review the concept homo-graph.

Pretest

Dictation

Our old gang gets together each year.

Please answer the phone if it should ring.

The papers were piled in her wagon.

That bridge connects the two islands.

The weather got colder as we went north.

The men walked toward the car. She mailed the birthday card to-day.

I drank all the lemonade myself.

We owe thanks to our friends.

The strong wind swept her hat away.

His voice is very deep.

What is the price per kilo?

Summer brings warm weather.

I filled the car with gas.

He wore a tweed suit to the play.

The child was frightened by the bat.

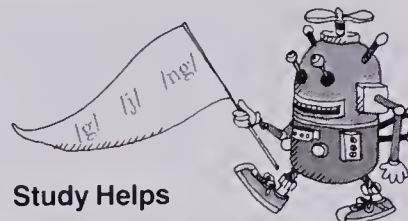
gang
ring
wagon
bridge
north
toward
card
drank
thanks
strong
voice
per
brings
gas
suit
frightened

gang
ring
strong
brings

gang (gang)
ring (ring)
wagon (wagon)
bridge (brij)
strong (strong)
brings (bringz)
gas (gas)

4. grass gas brass
boot suit fruit
fur per sir
starred card hard
dragon wagon
afford toward
Joyce voice
fourth north

Pretest
Record the words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.



Study Helps

- Listen for /ng/ as you say the underlined words in this sentence.

The young king sang songs all night long.



What letters are used to spell /ng/? **ng**

Write the list words in which you hear /ng/.

- Listen for the *two* sounds represented by *g* as you say the underlined words in this sentence.

Gina the gorilla has a gigantic cage. Gina gigantic cage

Write the underlined words in which you hear /j/.

Circle the letter used to spell this sound in each word.

Write the list words in which you hear /g/ or /j/.

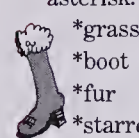
Write them again in pronunciation symbols. Check with the dictionary.

- Write the list word that is a homophone of *purr*. Use both words in sentences to show their different meanings. **per** Individual responses

- Write rhyming pairs by matching these words with list words.

Write another rhyming word for the words with an asterisk.

*grass
*boot
*fur
*starred



dragon
afford
Joyce
fourth



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Study Helps

Exercise 1: The example sentence reviews /ng/ spelled **ng** only. It might be advisable to review /ng/ spelled **n**.

Ask pupils for a word that contains the sound /ng/ but is not spelled **ng**. If they cannot give an example, refer them to the word drank. Have them check the pronunciation in a dictionary. Ask for other examples, other forms of the verb or rhyming words, and having collected sufficient examples, help the pupils arrive at the generalization /ngk/ is spelled **nk** as in sink.

Exercise 2: The **g** spelling of /j/ and /g/ in stressed syllables is fairly straightforward in spite of the variations.

From the example sentence it is obvious that **g** followed by **e** or **i** represents /j/. It is also obvious that the final sound in bridge is the same as the final sound in cage.

5. Read the following sentence pairs.
Note that one list word can be used to complete both sentences.
Write each sentence *number* and the list word that can be used in the blank.

1. bridge¹
2. Bridge²
3. gas¹
4. gas²
5. ring¹
6. ring²

1. The puck hit her on the _____ of her nose.
2. _____ is a complicated card game.
3. A poisonous _____ rose from the swamp.
4. My car just ran out of _____.
5. Did you hear the buzzer _____?
6. Walk your horse around the _____.

Now look up these list words in the Mini-Dictionary.
Fill in the *small raised number* beside each list word you wrote to show which *homograph entry* the list word represents in that sentence.

6. Find *seven* list words by moving in any direction from one adjoining square to another. Use each letter as many times as you wish. Write these words in your notebook.

ring
wagon
gang
bridge
per
brings
gas

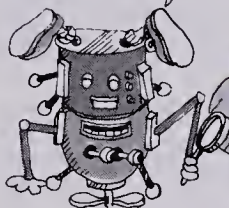
S	A	O
W	G	N
E	D	I
P	R	B



UP, DOWN
SIDEWAYS,
DIAGONALLY....
YOU CAN GO IN
ANY DIRECTION!

Remember

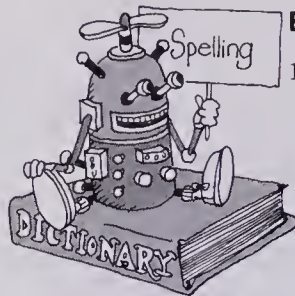
7. Write toward. What short word do we usually write instead of toward? **to**



/g/ can be spelled g as in gorilla
/j/ can be spelled g as in giraffe
/ng/ is spelled ng as in sing

Exercise 6: This exercise can be extended by allowing pupils to find as many non-list words as they can.

Note: Draw the attention of the pupils to thanks; s spells /s/ when preceded by k. Suggest they look for other examples.



Extending Your Spelling Skills

1. How do you look up a word in the dictionary if you don't know how to spell it? *Make a guess at the first two letters and check in the dictionary.*
For example: How would you spell the words shown in the pronunciation symbols to the right of these sentences?

Join hands and form a circle (sér' kəl)
The psychologist helped us with our problem. (sī' kol' ə jəst)
Use the scissors to cut open the envelope. (siz' ərz)
I want to sell my bicycle. (sel)

The important thing is to guess the first few letters of each word.

How can you make good guesses? *Think which letters could spell the first sound.*

Say the above words written in pronunciation symbols aloud to yourself.

Pay attention to the *first* sound. What letters can be used to spell this sound?

Now guess what the first few letters of each word might be.

Use the *Common Spellings of English Sounds* chart (on page 161) and your knowledge of related words to help you.

Check in the dictionary to see if each guess is correct. If it is, write the word in your notebook. If it isn't, guess again by going through the steps outlined above.

2. Form words by combining per with the syllables in the big box.

Write only the ones that are spelled *correctly* with per

per			
pose	form	mit	cent
son		chase	ple
			fume

permit
percent
perfume
person
perform

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Extending Your Spelling Skills

Exercise 1: The problem of finding the spelling for (sī kol' ə jəst) justifies to some extent the study of word origins, especially at a time when many new words are coming into the language from the scientific community.

When scientists use acronyms like laser, only science can help, but, as we have seen with bionics, many recently-formed scientific terms borrow almost directly from Greek or Latin, resulting in unusual and exotic spellings, psychiatry for instance. Knowing that psyche (sīkē) is the Greek word for mind, would help a pupil to consider looking under **p** rather than **s** for a technical word that has anything to do with the mind.

Exercise 2: The syllable per can represent a word, as in per cent, or a prefix. In this exercise both usages are illustrated. Be sure that pupils understand that in per cent, as in per day, per week, per pound, etc., it is written as a separate word.

Exercise 3: Some pupils may need help with this exercise. Work through the first two or three sets, or even all of them, orally with the whole group. You could ask such leading questions as:

Do three out of the four words have a common sound?

Do they rhyme?

Do they show the same spelling pattern?

In the process of applying these questions to each set, pupils should be able to discern the common feature. The exercise

3. Say these word sets as you copy them in your notebook.
Circle the word that *sounds* as if it does not belong in the set.

Write another list word that does belong.

gas, gone, bridge, bag, wagon
gang, ring, sing, thing, brings
 germ, cage, singer, huge, bridge
 drank, pocket, voice, bionic, card
 store, pool, floor, toward, north

4. Change the top word into the bottom word. Fill in each blank by taking out *one* letter and replacing it with another letter from the bottom word to form a new word.

gas	gang	card	ring
gas	<u>gang</u>	<u>card</u>	<u>ring</u>
<u>gas</u>	<u>sang</u>	<u>cart</u>	<u>wang</u>
<u>day</u>	<u>sand</u>	<u>wart</u>	<u>pang</u>
boy	<u>send</u>	<u>want</u>	<u>pass</u>
	seed	went	

5. Write the *four* directions shown on a compass. One is a list word. north south east west
 Beside each one, write the name of a place you would come to if you travelled in that direction from the place where you live. Individual responses
6. "Have you seen the gang that are wearing superman suits? They've been going through the street scaring everybody. Maybe we could ..."
 Pretend you are Rotor and write a short story about what you eventually did to the gang. Individual responses

Unit Test

How many words did you get right on this test? How does this compare to your performance on the Pretest?
 Record your score on your chart.

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tests pupils' knowledge of spelling patterns, their ability to recognize and use them.

Exercise 4: Warn pupils that changing a single letter may change more than one sound in the word. The test of the substitution is whether it makes a new word. Suggest to pupils that if they are stuck, they should try substituting a letter and then look in the dictionary to see whether what they have made is a genuine word or not.

Unit Test

Be sure that pupils are looking carefully at words in which they had spelling errors, to see where and if possible, why they made the errors.

Unit 33

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objective

- To review and consolidate the following spelling patterns:
/ō/ — **o** (go), **o + l** (cold), **oe** (toe), **ow** (snow), **o — c — e** (nose); /ou/ — **ou** (proud); /ü/ — **ou** (soup), **ough** (through).

Pretest

Dictation

I'll hold the box.
My toe came through my sock.
The coffee pot is on the stove.
The trees have grown very tall.
Loud thunder means the storm is close.
It's best to wash fruit before eating it.
The long hall leads to the library.
He put some butter on his roll.
The car has a new motor.
I've known her a long time.
Note the time your event starts.
The flag was raised to the top of the pole.
We live ten kilometres south of here.
Rachel loves crackers in soup.
They passed through Kingston.
The mountain view was spectacular.



Study Helps

- Listen for /ō/ as you say the underlined words in this sentence:

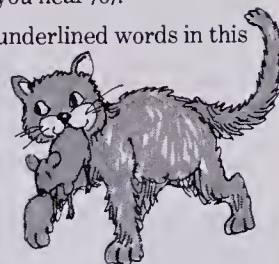
It was so cold and snowy Joe's nose and toes froze.

What letter and letter combinations are used to spell /ō/? **o ow o-e oe**

Write the list words in which you hear /ō/.

- Listen for /ou/ as you say the underlined words in this sentence.

I was proud of our cat when she came out of the house with a mouse in her mouth.



Write the list words in which you hear /ou/.

- Write the list words in which you hear /ü/ as in boot. Underline the letter combination used to spell /ü/ in these words. **soup through**
- Read these dictionary pronunciations and write the list words in your notebook.

(hōld) hold	(hol) hall	(nōt) note
(pōl) pole	(south) south	(nōn) known
(rōl) roll	(süp) soup	(grōn) grown
(tō) toe	(thrü) through	(stōv) stove

- Write the list words that have two syllables. Mark the stressed syllable in each word. What vowel sound do you hear in the unstressed syllable? **mo'tor mountain**

hold
toe
stove
grown
loud
wash
hall
roll
motor
known
note
pole
south
soup
through
mountain

hold note
toe pole
stove
grown
roll
motor
known

mountain
loud
south

Pretest

How many words did you spell correctly? Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.

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Study Helps

Exercise 1: Having presented so many variant spellings for /ō/, it would be helpful to present also the limits of some of the patterns:

/ō/ spelled **o** in the final position is limited to ago, go, no, so, and fro; /ō/ spelled **oe** in the final position is limited to doe, floe, foe, hoe, roe, toe, woe, and a few names like Joe, Poe etc.; /ō/ spelled **ow** or **ou** comprises some thirty or forty words; in the final position only **ow** occurs: bow, blow, below, grow, etc.;

in the medial position **ou** is the

common spelling: soul, mould, shoulder, poultry, etc.; but also bowl, own, and disown; /ō/ spelled **o** before a final **l** or **ll**, **ld**, or **lt**; this accounts for a few more words.

The most common spelling patterns are **oa** as in coal and **o-consonant-e** as in rope.

This exercise could be extended by asking pupils to write two more examples of each of the spelling patterns for /ō/ represented in the example sentence.

6. Write list words by filling in the blanks with letters that spell the vowel sounds.

south mountain note pole
hold roll through soup
gown known wash hall

Beside each word you wrote, write another list word that uses the same letter(s) to spell the same vowel sound.

7. Say each picture word.

Find *two* list words that have the same vowel sound and use the same spelling pattern for the vowel sound.

Write a sentence using all *three* words and then underline them. *Individual responses*

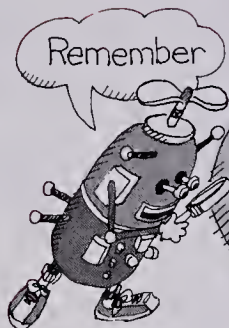
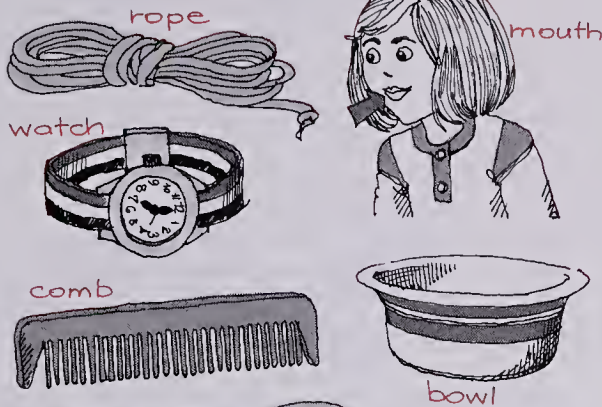
rope
note
pole

watch
wash
hall

comb
roll
hold

mouth
mountain
south

bowl
known
grown



/ō/ can be spelled
o as in hold
oe as in toe
o-consonant-e as in stove
ow as in bowl
/ou/ can be spelled ou as in loud

Exercise 3: The regular spelling pattern for /ü/ is **oo**. Soup is one of only a dozen or so words that spell /ü/ with **ou**.

Through is the only common word in which /ü/ is spelled **ough**.

Exercise 5: As always, remind the pupils to note carefully the spelling of the vowel in the unstressed syllable.

Exercise 7: Remind pupils to proofread their sentences. This exercise could furnish an opportunity for pupils to proofread each other's work, either in pairs or in small groups.

Extending Your Spelling Skills

loud
found
flour
cloud
south
ouch
sour
bough

1. Say these words very carefully and write the ones in which you hear /ou/ as in loud.

Check the dictionary if you are not sure of the pronunciations or meanings of some words.

found	flour	south	though
soup	*pour	ouch	*sour
loud	cloud	through	*bough
touch	*soul	*mourn	rough

Write sentences to show the meaning of the words with asterisks. *Individual responses*

pole: pale pile
soup: soap
toe: tee tie
loud: load
wash: wish
hold: held
hall: hill hull

poles holds toes
soups stoves washes
motors halls rolls
mountains
notes

2. Write as many new words as you can by changing the underlined vowels in these words.

pole	toe	loud	hold
soup	toe	wash	hall

3. Write as many list words as you can in *plural* form.

4. Write the following sentence pairs.

After each sentence, write a meaning for the underlined word.

Roll up the tablecloth. *fold up*
Eat your roll. *a kind of bread*

Hold on to the pole. *grasp*
The cargo is in the ship's hold.

Wash the stove. *clean*
Hang up the wash. *laundry*

Note the changes I have made. *take notice*
Sing this note. *a sound in music*

5. Add the endings *ing* and *er* to these list words:

hold wash roll

Write sentences using the *er* words.

Extending Your Spelling Skills

Exercise 1: As a further exercise in classification and for the more immediate purpose of linking words that share unusual spelling patterns, pupils could be asked to write the words in columns under appropriate headings, thus:

/ou/ — ou /u/ — ou /ôr/ — our

found	touch	pour
loud	rough	mourn
etc.		

/ü/ — ou /ô/ — ou

soup	soul
	etc.

Exercise 2: Make sure that the pupils understand that substitutes are allowed for the vowel letter only. Remind them that when *y* is used in place of *i*, it is considered to be a vowel letter.

Exercise 3: The requirement to write a sentence for each could afford a useful check for plurals rather than different verb forms. For instance:

How many washes do you do in a week?

shows wash being used as a noun and is thus a legitimate plural, on the other hand,

She washes clothes once a week.

is not an example of a plural form.

6. Write *compounds* by matching the list words in Column A with as many of the words in Column B as possible.

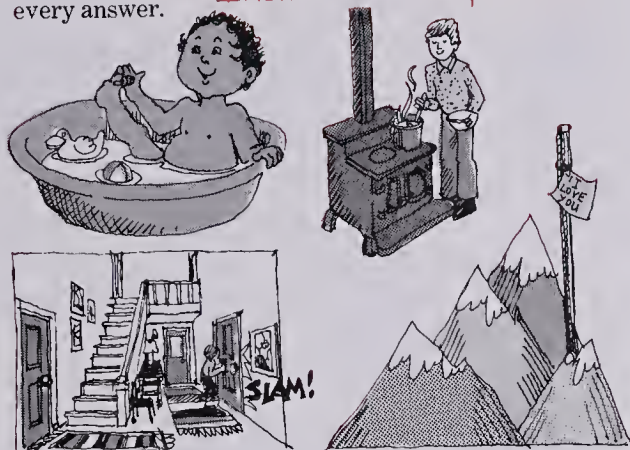
Some examples:

toenail
stovepipe
washroom
note paper
south-west
motorcycle
pole-vault
loudspeaker
hallway
hold-up

A	B
toe	room
stove	cycle
wash	way
note	west
south	vault
motor	pipe
pole	nail
loud	up
hall	paper
hold	speaker

7. Write three questions using at least *two* list words in each. The pictures might give you some ideas.
Answer your questions using another list word in every answer.

Individual responses



Unit Test

Did you make a perfect score?
Be sure to record it!

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Exercise 6: This exercise reviews the problems of what is a compound word. For instance, the word washroom with the two elements joined is obviously a compound, but is wash up a compound or is it just a verbal phrase? Again, wash cycle, a recent coining, has a unique reference and therefore could be considered a compound word, but is it still two separate words, one word, or hyphenated? A rule of thumb could be, if you intend a compound, use a hyphen, but check the dictionary first.

Compass points are conventionally always hyphenated, therefore, south-west.

Hold-up illustrates the convention that a noun/verb + preposition/adverb is hyphenated; similarly sit-in, lay-off, set-to, brush-off, put-down.

There seems to be a trend towards such compounds just now; count-down, make-up, drive-in, shake-down, etc. You could put a large sheet of paper on a bulletin board or in the Spelling Centre and have pupils add to the list as they come across compounds with this particular structure.

Exercise 7: Pupils might find the exercise more interesting and challenging if they were to exchange questions and answer each other's. At the same time, they could proofread both the questions and answers.

Unit Test

Allow pupils to do their own checking using their books. Supervise the diagnosis and self-correction.

Unit 34

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To identify elements within irregular spelling patterns that need special attention.
- To apply this knowledge in writing words often used in story-writing.

Pretest

Dictation

The pilot flew the plane to safety. Mischa sat up front with the driver. We painted stripes on the van. You need a special licence for your trailer.

Many planes flew overhead.

The thief was unidentified.

Ghosts of many sizes appear on Hallowe'en.

Chuck, the robot, is programmed to type.

Lizards run freely in the zoo.

My pet hamster is mischievous.

We tried to scare her.

The lightning bolt struck an old, empty barn.

That accident was not serious.

He climbed down the ladder.

The letter started with, "Dear Gino".

I like the months of May and June.

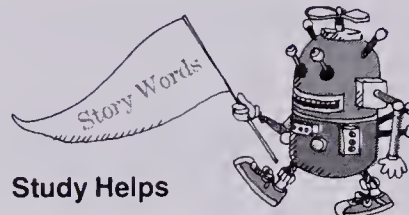
34

pilot
driver
van
trailer
planes
unidentified
ghosts
robot
lizards
hamster
scare
lightning
accident
ladder
started
months

hamster driver
lightning trailer
ladder robot
started lizards
pilot

Pretest

How many words did you spell correctly? Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.



Study Helps

- Copy and complete the chart with list words. Underline the letter(s) used to represent /z/ or /s/ in each word.

List words in which you can hear	
/z/	/s/
planes <u>l</u> izards	ghost <u>s</u> hamster scare <u>a</u> ccident start <u>e</u> d month <u>s</u>

- Copy and complete the chart with list words. Underline the letter(s) used to represent /ā/, /ī/ or /ō/ in each word.

List words in which you can hear		
/ā/	/ī/	/ō/
trailer planes score	pilot driver unidentified lightning	ghosts robot

- Write the list words in which you hear two syllables. Write one three-syllable list word. accident
Write one five-syllable list word. unidentified
- Say and write lightning.
Lightning is formed from lighten + ing. What letter in the first word is left out when ing is added? Why do you think this is done? The pronunciation changed and so the spelling changed.
- Write the list words that are made up of a base word plus the ending s, ed or er.
Beside each word write the base word from which it was formed.

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Study Helps

Exercise 1: You could further require pupils to list words with medial and final /s/ and /z/ separately.

Draw pupils' attention to accident in which cc spells /ks/. You could give them an additional piece of work by having them look in the dictionary for words beginning vowel + cc, and, from the evidence they collect, formulate a generalization explaining in which circumstances cc represents /ks/, and in which /k/.

Pupils will have noticed already that the plural s is pronounced /s/ after t as in ghosts; now they have an example of /s/ following /th/. Have them say, and compare the words (munths) and (mou^hHz), noting the /ths/ at the end of one and /^hHz/ at the end of the other, both spelled **ths**.

6. Write the list words that match these clues:

- has /g/ in it **ghosts**
- uses o to represent /u/ **months**
- is spoken in three syllables **accident**
- has a consonant blend in the *second* syllable **hamster**
- is the homophone of **plains** **planes**
- rhymes with **chair** **scare**
- Its base word is spelled with a final y. **identified**
- The final e of its base word is dropped when the ending *er* is added. **driver**

5. driver—drive
trailer—trail
planes—plane
ghosts—ghost
lizards—lizard
started—start
months—month
unidentified—
unidentify

7. Write the list words that match these pronunciations:

accident **scare** lightning **ladder**
(ak' sə dənt) (skār) (līt' nīng) (lad' ər)
(pi' lət) (munth) (gōsts) (rō' bot)
pilot **months** **ghosts** **robot**

8. Write the list words that match these pictures:



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Exercise 2: The /ō/ in ghosts is regular, almost all words having /ost/ in a stressed syllable spell /ō/ with **o**; post, host, most, etc. Lost is an apparent exception, but it represents in fact a shortened, modified form of lose + ed, compared with keep/kept, feel/felt, etc.

Lightning has the by now familiar **igh** spelling of /ī/.

Draw pupils' attention to the fact that the vowel—consonant—vowel pattern in pilot and robot operates in the same way as the vowel-consonant + e pattern for long vowels.

Exercise 3: Again, have the pupils mark the stressed syllable and note the spelling of /ə/ in any unstressed syllable.

Ask them to comment on unidentified. Will they recognize the prefix **un**?

Exercise 4: The spelling of the word lightning is troublesome. It is a shortened form of lightening, of course, and was so originally spelled. To fix the two spellings pupils could be asked to write a sentence using the two words, such as:

Soon after the thunder and lightning, the lightening skies told us that the storm was ending.

Exercise 6: The **gh** spelling for /g/ in ghost is rare among words of English origin (ghastly, ghoul) but increasing as more words are borrowed (ghetto, spaghetti).

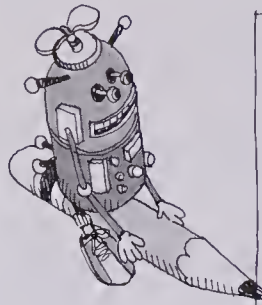
The **o** spelling of /u/ in months is the common spelling in the combinations /un/ and /um/.

The clues in this exercise require careful reading and careful analysis of the words. When you discuss the pupils' responses, check for both faulty reading and faulty analysis as you diagnose the cause of any errors.

Extending Your Spelling Skills

1. Proofread Rotor's sentences.

Write them correctly in your notebook.



1. The ^{pilot} ~~pilot~~ of the ^{plane} ~~plane~~ was scard of the ^{lightning} ~~lightning~~.
2. An ^{unidentified} ~~unidentified~~ ^{robot} ~~robot~~ left in a van with my hamster.
3. It's been ^{months} ~~months~~ ^{since} ~~since~~ he had an ^{accident} ~~accident~~.
4. I found two ^{lizards} ~~lizards~~ ^{lizards} ~~lizards~~ under our ^{trailer} ~~trailer~~.

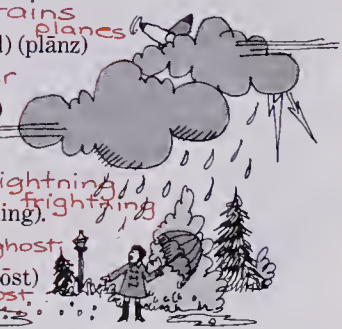
2. Read this poem aloud.

Write it in your notebook using regular spellings.



Whenever it (rānz), ^{rains} ~~rains~~
Those (un i den' tō fid) (plānz) ^{unidentified planes} ~~unidentified planes~~
Appear in the (ār), ^{air} ~~air~~
And manage to (skār) ^{scare} ~~scare~~
Poor (mē). ^{me} ~~me~~

If there is (līt' ning) ^{lightning} ~~lightning~~
It's even more (frīt' ning) ^{frightening} ~~frightening~~
I think I see a (gōst) ^{ghost} ~~ghost
Behind every lamp (pōst) ^{post} ~~post~~
And (trē). ^{tree} ~~tree~~~~



Proofread and check your writing. Did you remember that rhyming sounds may be spelled differently? Now write your own poem using as many list words as possible. **Individual responses**
If you have trouble starting, try using this line.
"Driving in my van ..."

Extending Your Spelling Skills

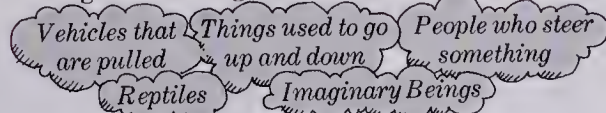
Exercise 1: Allow competent proofreaders to work individually; go over the exercise orally with the others. Have pupils identify the errors, say why the word is wrong and correct it. When the oral work is completed, have pupils write the corrected sentences in their notebook.

Exercise 2: The important element is the spelling. Allow the versifiers and poets of the class to go ahead and write. Help the remainder to identify the verse form and to collect rhyming words that they could use. For the inexperienced, conduct a co-operative verse-writing activity, so that all have some sense of achievement.

3. Copy this chart.

Reptiles	Things used to go up and down	Imaginary Beings	Vehicles that are pulled	People who steer something
alligator	stairs	doctor	wagon	navigator
crocodile	elevator	genie	car	driver
snake	slide	spirit	carriage	passenger
worm	rope	fairy	cart	coachman

Examine the words in each column and fill in the right headings from those given here.



Circle the word that does not belong in each column.
Fill in a list word that belongs in each column.

4. Add the letters at the end of the arrows to the letters in the box. Which combinations sound like words you have heard before?

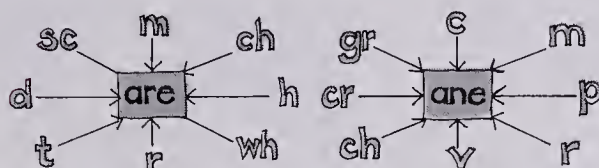
Write them.

Does the spelling of each word look right?

Check a dictionary if you're not sure.

scare
mare
hare
dare
rare

crane
cane
mane
vane
pane



5. Your sister is having a pyjama party.
They are all bundled up in their blankets ready for you to tell them a scary ghost story.
Write in your notebook what you would say.

Individual responses

Unit Test

How many words did you spell correctly? Compare this test with the Pretest. Did you misspell any words on both tests? If so, look carefully to see why you are making errors.

Unit Test

Exercise 3: Experience with this type of exercise in Unit 30 will have prepared pupils for this one. Allow them to tackle it on their own and discuss the results.

Exercise 4: Suggest that the pupils check all possible combinations in the dictionary; by so doing they might learn some new words. Tell them to write the new words they find in their private word list.

Exercise 5: The responses to the situation outlined in this exercise could be very varied. You might want to add a few conditions to possible responses.

Since the list words in this unit sample a wide range of spelling patterns, have the pupils compare the pretest and unit test results to identify patterns that require review and further study. When there are still three or four errors, check the pupils' diagnoses and study habits, giving all possible help and advice.

Unit 35

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate knowledge of the following unusual spelling patterns:
/ù/ — **ou** (would); /ī/ — **eye**; /o/ — **ough** (fought), **ough** (daughter); /ü/ — **ui** (fruit); /ôr/ — **oar** (board); /ār/ — **ere** (where); /f/ — **ph** (phone).
- To recognize the special spelling patterns: /wôr/ — **war** (ward); /wèr/ — **wor** (word).

Pretest

Dictation

This station broadcasts from Ajax.
He tried to break her record.
They phoned us when they arrived.
My daughter is in grade five.
The champ fought for the title.
We said yes, though we weren't sure.
The young diver won first place.
The worm wriggled back down the hole.
I'll put the answers on the board.
He stood for ten minutes before the bus came.
Her tooth is loose.
April, my cat, has one blue eye and one green one.
"Hey, watch out!" we yelled, as she started to cross.
This is fresh fruit from our farm.
I can't remember where I put it.
Friends should try to help each other.

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station
break
phoned
daughter
fought
though
young
worm
board
stood
loose
eye
hey
fruit
where
should

Pretest

How many words did you spell correctly?
Record any words you misspelled. Examine where and why you made your mistakes. Use this information to help you study.

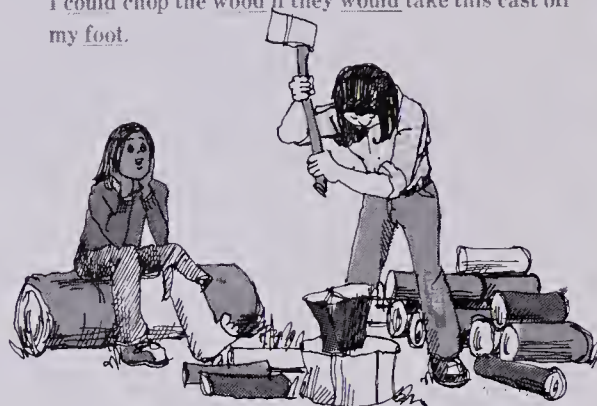
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Study Helps

- Listen for the vowel sound /ù/ as you say the underlined words in this sentence.

I could chop the wood if they would take this cast off my foot.



What two letter combinations are used to represent /ù/? **ou oo**

Write the list words in which you hear /ù/. **stood should**

- Write the list words in which you hear these vowel sounds:

/ā/ station hey	/ü/ as in blue loose fruit
/ī/ eye break	/ù/ as in wood stood should
/o/ daughter fought	/èr/ as in her worm
/ō/ phoned though	/ôr/ as in for board
/u/ young	/ār/ as in chair where

- Write the list words in which you hear /sh/. **station should**
- Write the list words in which you hear /f/. **fruit fought phoned**

Study Helps

Exercise 1: The characteristic spelling of /ù/ is **oo**; pupils should note that the spelling **ou** is restricted to could, should and would.

Exercise 2: The spelling **ey** for /ī/ is found only in eye and geyser; **ei** occurs in eider, gneiss, seismograph, kaleidoscope and for some speakers, either and neither, together with the names Eileen and Eiffel.

The spelling **ough** for /o/ occurs in some eight words (apart from place names): bought, brought, fought, ought, sought, thought, wrought, nought; and **ough**, in daughter, caught, taught, naught(y), slaughter and haughty.

Dough, though and although are the only common words in which /ō/ is spelled **ough**.

The **ui** spelling of /ü/ as in fruit is fairly common.

boot-fruit hoot
 neigh-hey hay
 take-break snake
 got-fought bought
 know-thought dough
 stung-young hung
 guy-eye fly
 wood-should stood
 sword-board cord
 chair-where hair

5. Write rhyming pairs by matching these words with list words.

Write another rhyming word for the words with an asterisk.

*boot
 *neigh
 *take
 *got
 *know

*stung
 *guy
 *wood
 *sword
 *chair

nation - station
 loaned - phoned
 germ - worm
 hotter - daughter
 would - should



board
 break
 daughter
 eye
 fought
 fruit
 hey
 loose
 phone
 should
 station
 stood
 though
 where
 worm
 young

← 6. Write the list words in alphabetical order. Write as few sentences as possible using all the words from your alphabetical list *in order*. Individual responses

Extending Your Spelling Skills

1. Which list words could be used to *describe* something? Write a sentence with each word showing how it describes. Individual responses

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The spelling **oar** for /ôr/ is also fairly common, giving rise to several homophones: or/ore/oar, boar/bore, hoard/horde, soar/sore, board/bored.

There are very few words in which /âr/ is spelled **ere**; the most common are ere, there and where, most of the remainder being foreign loan words like ampere.

Exercise 4: Note the **ph** for /f/ in the word phoned, derived from the Greek word for voice.

Exercise 5: The pictures give clues for the extra rhyming words.

Note that the **sw** in sword spells /s/, in all other words beginning with these letters, they constitute the blend /sw/ as in swim.

Exercise 6: For the experienced alphabetizers, point out that it is sometimes necessary to go to the third or fourth letters in order to determine the order of the words (station, stood).

/o/-fought bought 2. Write these headings in your notebook:

/u/-young countries /o/ as in hot /ō/ as in boat /ou/ as in loud
/u/ as in fun /ü/ as in blue /ü/ as in stood

/ō/ though dough
/ü/ soup through
Vancouver

/ou/ round announcer
without loud
South mountain

/ü/ should could
would

Write the following words spelled with ou under the right headings.

fought	though	without	would
young	should	through	south
soup	countries	loud	mountain
round	bought	could	dough
announcer		Vancouver	

3. Write loose and lose and their dictionary pronunciations. loose (lüs) lose (lüz)

Complete these sentences with loose or lose as you write them in your notebook.

They tried to break loose but I stopped them.

They should not lose this race.

Did you lose your daughter in this station?

A young man told us a board in the floor is loose.



4. We usually spell /ër/ with the letters er, ir, or ur.

We usually spell /ôr/ with the letters or.

When a word begins with a w, this spelling pattern often changes.

Write these words in regular spelling:

worm (wërm) — (tërm) term
word (wërd) — (bërd) bird
werry (wër' ē) — (hër' ē) hurry

Circle the letters that spell /ër/ in each word.

Write these words in regular spelling:

warm (wôrm) — (stôrm) storm
warn (wôrn) — (tôrn) torn

Circle the letters that spell /ôr/ in each word.

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Extending Your Spelling Skills

Exercise 2: Tell the pupils to say each word before classifying it.

You could ask pupils to add as many /ou/ words as they can under each heading and observe how the number of words in each grows.

Exercise 3: The similarity of loose and lose can be confusing, but it does demonstrate the part played by variant spellings in helping the discrimination of words in reading.

The single o in lose should be linked with the similar spelling of a different vowel in lost. The lose/lost spellings reinforce each other. Lose belongs to a small group of words (move, prove, their derivatives, and whose) in which /ü/ is spelled o-consonant-e.

/ér/ as in her:

stir worst
fur germ
work world
burn purr

/ór/ as in for:

store ward
wharf morning
born port
wart wars

5. Copy and complete the following chart with these /ér/ and /ór/ words.

stir	ward	work	purr
store	wharf	world	port
worst	morning	burn	wart
fur	germ	born	wars

/ér/ as in her	/ór/ as in for

Underline the letters used to represent the vowel + r sound in each one.

6. A loose-leaf book is a book that has loose pages (or leaves).

Think about the base words in these compound words and explain the meaning of each one. *Individual responses*

eyelash	ice cream	fruitcake
breakfast	sidewalk	frostbite



Look at the picture.

Write the story you think of as you look at it. Be sure to proofread your writing before you share it with the class.

Individual responses

Unit Test

How close to a perfect score did you get? Record your score on your chart. Add any words you misspelled to your problem word list.

Unit Test

Exercise 7: Discuss the picture with the group. Suggest that they try to identify with one or other of the characters and write an account of the incident in the first person. Others might prefer to write a newspaper report. Suggest that they have just learned several words they could use (worm, warn, board, young, daughter, etc.). After all, the object of the exercise is to use the list words in context.

This unit involves some unusual spelling patterns. If pupils are repeating mistakes, suggest they use the five-step learning process and invent mnemonics to help them remember the strange spelling patterns.

Objective

To review and extend the use of those high-utility words listed in Units 31-35.

Enabling Objectives

- To review various spelling patterns: /ér/ — her; /ôr/ — for; /är/ — car; /s/ — sit; /z/ — buzz; /k/ — kick.
- To apply, as an aid to spelling, the concepts, *base word*, *prefix* and *suffix*.

Looking Back

A number of unusual words have been presented in Units 31-35. Pupils should be encouraged to analyse carefully the nature of their misspellings. You might remind them to pay attention to the meaning of the word, its structure, its pronunciation and the regularity or uniqueness of its spelling.

Allow plenty of time for individual pupils to study the words in their own private spelling list.

As this is the last unit in the book, you might like to use it as a kind of assessment, to see how well pupils can focus on spelling in completing the exercises given here. Supplement them with others of your own devising, concentrating on words that have proved to be consistently difficult. If you decide on this procedure, then you should check each pupil's work yourself. The results should provide you with information to enable you to arrange for extra help in problem areas to be given some pupils before the term ends.

Looking Back

- Write the words you misspelled in Units 31—35. Beside each one, describe the kind of error you made. Use this information to help you study.
- Have your teacher or a friend dictate the following sentences to you.



The robot has a special bionic eye.

Just bring a roll and some fruit on the bicycle ride.

I should have known the officer's voice.

The motors of the planes made a loud noise and frightened their young daughter.

The driver saw the gang break into his station wagon.

- Copy and complete this chart with list words from Units 31—35. *Pupil activity*

/ér/ as in her	/ôr/ as in for	/är/ as in car

Underline the letters used to represent these sounds.

- Write all the list words from Units 31—35 in which you hear /s/.
- Write all the list words from Units 31—35 in which you hear /z/.
- Circle the words you wrote in questions 4 and 5 that are *plurals*.

4. Since officer
bicycle (states)
Prince fence
(thanks) strong
voice gas
suit stove
south soup
(ghosts) hamster
scare accident
started (months)
station stood
loose special

5. (rides) (finds)
noise brings
(planes) (lizards)

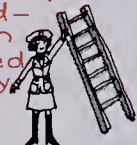
Exercise 2: It might be interesting to note whether the pupils' retention span has increased as a result of the policy of complete sentence dictation.

Exercise 3: The sound /ér/ as in her is properly confined to stressed syllables. In unstressed syllables the corresponding sound is more properly represented by /ər/. However, in isolated words the stress pattern becomes distorted, and the distinction between the two sounds could be lost. As a result words like driver and motor could be included under /ér/.

through (thrū)
 though (thō)
 hey (hā)
 eye (ī)

Calgary (Kal'garē)
 toe (tō)

driver-drive
 officer-office
 started-start
 phoned-phone
 trailer-trail
 bicycle-cycle
 unpacked-unpack
 frightened-frighten
 unidentified-identify



- Write six list words from Units 31—35 that end in a vowel sound.
 Write them again in pronunciation symbols.
- Write six list words from Units 31—35 that spell /k/ with a c. bicycle Calgary card scare
accident bionic
 What other ways is /k/ spelled? k ck drank
pocket
break
 Give examples from the word lists.

- Examine the words below.
 Write only the ones that are made up of a base word plus a beginning and/or an ending.
 Beside these, write the base words from which they were formed.

driver
 officer
 started
 ladder



phoned
 bicycle
 daughter
 trailer



unpack
 flower
 frightened
 unidentified



- Copy this chart and write in list words from Units 31-35 that fit under each heading.

Transportation	Living Things People	Places where people could meet	What somebody did or is doing

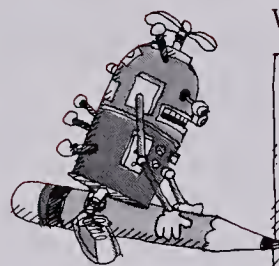
bicycle wagon officer lizards Calgary rides started

- Help Rotor correct the errors in this spelling test.

Write the words correctly.

officer bicycle accident

offiser bicicle axident
pocket bionic special
daughter station staryshun pilot
wagon soup ghosts
motor robot robat fought



Review Test

Exercise 6: As an extension, you could complete the explanation of the circumstances in which a plural s is pronounced /s/ (namely after /p/ pops, /t/ cats, /k/ thanks and /th/ months).

Exercise 10: If you think pupils are able to undertake this exercise in classification let them go ahead, but discuss the results. If they are still uncertain, do the exercise orally with the whole group.

If you have been giving review tests, do so again. Pupils should then have a record of six tests taken throughout the year that will help them see to what extent they have improved.

Basic Word List

accident	beam	camper	deeper
adventures	beans	Canada	desert
again	beautiful	candles	desk
against	because	cannon	digging
age	become	captain	discovered
ahead	bees	capture	doctors
airport	believe	card	doesn't
already	believed	carry	doghouse
America	bicycle	cast	dollar
announcer	bionic	cattle	dolls
ant	blew	chasing	drank
anyone	blue	chickens	dreaming
anyway	board	chocolate	driver
apart	body	Christmas	drop
apples	bombs	cleaned	dropped
Arctic	bones	cleaning	drunk
arms	boom	coach	dumb
arrived	bottle	coming	during
Atlantic	bowl	cool	
attack	bowling	corner	eater
attacked	boy's	countries	eaters
attic	brain	crashed	eight
August	break	crayons	eighteen
	bridge	cream	either
backyard	bright	crooked	eleven
bag	brings	cups	enemy
bags	British	curl	enough
band	building	curly	especially
bank	bumped		everywhere
bars	buried	dangerous	except
base		daughter	excited
basket	Calgary	death	exciting
battle	calling	decided	exploring

eye	gay	human	lizards
	genie	hunter	loaded
factory	geography	hurry	locked
fair	ghosts	husband	log
famous	glass		longer
faster	glue	inches	loose
feeling	goal	instead	loud
fence	goalie	interested	luck
fifth	goals	isn't	lying
fifty	goes	it's	
fighting	golden	I've	mail
fight	grabbed		main
finally	grizzly	January	making
finds	growing	July	mansion
finish	grown	June	map
fix	guard	Jupiter	maple
fixed	gum		marry
flashlight		key	Martians
flower	hall	kid	meadows
followed	hamster	knee	means
following	hands	knew	Mexico
football	happen	knife	middle
forget	happiness	known	mile
fought	haven't		mind
France	having	ladder	minute
fresh	headed	landed	missing
friend	heads	large	Monday
frightened	he'll	largest	months
frogs	herself	laser	Montreal
fruit	hey	laugh	motel
furniture	hide	laughing	motor
future	hiding	lay	mountain
	highway	least	
gang	hog	legs	neck
gas	hold	lightning	needed
gate	huge	line	New Brunswick

news	player	Saskatchewan	speed
New York	plus	scare	spilled
nineteen	pocket	scary	spooky
noise	pole	science	sport
north	policemen	score	sports
note	pollution	scream	spotted
notice	pop	screamed	stand
November	Prince Edward Island	screaming	started
	principal	seat	starting
object	probably	seemed	starts
objects	problem	sell	states
off		send	station
officer	quarter	seventeen	stayed
older	quickly	seventy-five	step
Olympics	quiet	shoe	stepped
	quit	shoes	stock
	quite	shooting	stood
packed		shopping	stores
packing		shore	stove
pair	races	short	straight
pants	radio	should	strike
pass	raft	sign	string
passed	rang	silver	stripe
path	reached	since	strong
paws	reason	size	stuff
pay	recess	slide	suddenly
pencil	remembered	slipped	suit
people	reply	slowly	surprise
per	reward	smoke	swing
phone	rice	snakes	
phoned	rides	sneaky	tablecloth
picture	ring	someone	tadpoles
piece	robber	soup	taken
pieces	robot	south	talk
pilot	roll	space suit	talked
planes	round	special	teachers
plastic			

teaching
tenth
terrible
thanks
that's
their
there
there's
they'd
they're
though
through
throw
Thursday
tiny
tires
toad
toe
too
Toronto
toward
toys
track
trailer
train
trap
travel
treasure
trick
tricks
trophy
trucks
tulip
twenty-five
twenty-two
twice

underdog
unidentified
united
unpacked
until
usually

vacation
valley
van
Vancouver
village
visit
voice

wagon
waited
waiting
wash
watched
wearing
weather
Wednesday
weekend
we're
weren't
where
wife
win
windows
without
wonderful
wondering
worked
working
worm

wow
writing
wrote

yelled
yelling
Yellowknife
you'll
young
you're

Common Spellings of English Sounds

SOUND	BEGINNINGS OF WORDS	MIDDLES OF WORDS	ENDS OF WORDS
a	<i>and, aunt</i>	<i>hat, plaid, half, laugh</i>	—
ā	<i>age, aid, eight, eh</i>	<i>face, fail, straight, payment, gaol, gauge, break, vein, reign neighbor</i>	<i>say, weigh, bouquet, they, matinée, eh</i>
ä	<i>ah, almond, art</i>	<i>calm, barn, bazaar, sergeant, heart</i>	<i>baa, hurrah</i>
b	<i>bad</i>	<i>table, rabbit</i>	<i>rub, ebb</i>
ch	<i>cello, child</i>	<i>richness, watching, righteous, question, nature</i>	<i>much, catch</i>
d	<i>do</i>	<i>dodo, dodder</i>	<i>red</i>
e	<i>any, aerial, air, end</i>	<i>many, said, says, let, bread, heifer, leopard, friend, bury</i>	—
ē	<i>aeon, equal, eat, either</i>	<i>Caesar, metre, team, need, receive, people, keyhole, machine, believe, phoebe</i>	<i>algae, quay, be, flea, bee, key, pity</i>
ēr	<i>ermine, early, irk, urge</i>	<i>term, learn, first, word, journey, turn, myrtle</i>	<i>deter, voyageur, fir, cur, burr</i>
f	<i>fat, phone</i>	<i>heifer, coffee, laughter, gopher</i>	<i>roof, buff, cough, lymph</i>
g	<i>go, ghost, guess</i>	<i>bogus, boggle, roguish, exact</i>	<i>bag, egg, rogue</i>
h	<i>he, who (hū), why (hwī)</i>	<i>blockhead</i>	—
i	<i>enamel, in</i>	<i>message, been, pin, sieve, women, busy, build, hymn</i>	—
ī	<i>aisle, aye, either, eye, ice</i>	<i>height, line, align, might, buying, skylark</i>	<i>aye, eye, lie, high, buy, sky, rye</i>
j	<i>gem, jam</i>	<i>badger, soldier, educate, tragic, exaggerate, enjoy</i>	<i>bridge, rage</i>
k	<i>coat, chemist, kind, quick, quay</i>	<i>record, account, echo, lucky, acquire, reeking, liquor, extra</i>	<i>back, seek</i>
l	<i>land, llama</i>	<i>only, follow</i>	<i>coal, fill</i>
m	<i>me</i>	<i>coming, climbing, summer</i>	<i>rum, comb, solemn</i>
n	<i>gnaw, knife, nut, pneumonia</i>	<i>jack-knife, miner, manner</i>	<i>man, inn</i>
ng	—	<i>ink, finger, singer</i>	<i>ring, tongue</i>

Common Spellings of English Sounds (continued)

SOUND	BEGINNINGS OF WORDS	MIDDLES OF WORDS	ENDS OF WORDS
o	<i>all, almond, auto, awful, encore, odd, aught, ought</i>	<i>watch, appal, walk, fall, taut, taught, caulk, cawed, hot, bought, calm</i>	<i>paw</i>
ō	<i>open, oats, oh, own</i>	<i>yeoman, sewn, bogus, boat, folk, brooch, soul, flown</i>	<i>beau, sew, potato, toe, oh, though, blow</i>
ô	<i>all, auto, awful, oar, order</i>	<i>appal, walk, tall, taut, taught, caulk, cawed, board, born, flooring, bought, mourn</i>	<i>paw</i>
oi	<i>oil, oyster</i>	<i>boil, boyhood</i>	<i>boy</i>
ou	<i>out, owl</i>	<i>bound, drought, howl</i>	<i>thou, bough, now</i>
p	<i>pen</i>	<i>taper, supper</i>	<i>up</i>
r	<i>run, rhythm, wrong</i>	<i>parent, hurry</i>	<i>bear, burr</i>
s	<i>cent, psalm, say, science, sword</i>	<i>decent, mason, resuscitate, massive, extra</i>	<i>nice, bogus, miss, lax</i>
sh	<i>chauffeur, schwa, she, sure</i>	<i>ocean, machine, special, insurance, conscience, nausea, tension, issue, mission, nation</i>	<i>wish, cache</i>
t	<i>ptomaine, tell, Thomas</i>	<i>later, latter, debtor</i>	<i>bit, mitt, doubt</i>
th	<i>thin</i>	<i>toothpaste</i>	<i>bath</i>
TH	<i>then</i>	<i>father</i>	<i>smooth, bathe</i>
u	<i>oven, up</i>	<i>come, does, flood, trouble, cup</i>	—
û	—	<i>wolf, good, should, full</i>	—
ü	<i>ooze</i>	<i>neutral, move, manoeuvre, food, croup, rule, fruit</i>	<i>threw, shoe, caribou, through, blue</i>
yü	<i>euchre, ewe, use, you, Yule</i>	<i>beauty, feud, duty</i>	<i>queue, few, ewe, adieu, you, cue</i>
v	<i>very</i>	<i>Stephen, over</i>	<i>of, love</i>
w	<i>will, wheat</i>	<i>choir, quick, twin</i>	—
y	<i>young</i>	<i>opinion, hallelujah, canyon</i>	—
z	<i>xylophone, zero</i>	<i>raisin, discern, scissors, exact, sizing, dazzle</i>	<i>has, maze, buzz</i>
zh	—	<i>garaged, division, measure, azure</i>	<i>rouge</i>
ə	<i>alone, essential, oblige, upon</i>	<i>particular, fountain, moment, pencil, bottle, prism, button, cautious, circus, zephyr</i>	<i>sofa</i>

Mini-Dictionary

Full pronunciation key

a hat, cap	o hot, rock
ā age, face	ō open, go
ä father, far	ô order, all
	oi oil, voice
b bad, rob	ou house, out
ch child, much	p paper, cup
d did, red	r run, try
	s say, yes
e let, best	sh she, rush
ē equal, be	t tell, it
ér term, learn	th thin, both
	TH then, smooth
f fat, if	
g go, bag	u cup, butter
h he, how	ù full, put
	ü rule, move
i it, pin	
ī ice, five	v very, save
	w will, woman
j jam, enjoy	y young, yet
k kind, seek	z zero, breeze
l land, coal	zh measure, seizure
m me, am	
n no, in	ə represents:
ng long, bring	a in about
	e in taken
	i in pencil
	o in lemon
	u in circus

accident

ac-ci-dent (ak'sə dənt) 1 something harmful or unlucky that happens by chance: *an automobile accident.* 2 something that happens without being planned, intended, wanted or known in advance: *Their meeting was an accident.*

ad-ap-ta-tion (ad'ap tā'shən) adapting or fitting: *He made a good adaptation to his new school.*

ad-di-tion (ə dish'ən) 1 the adding of one number or quantity to another: $2 + 2 = 4$ is a simple addition. 2 the adding of one thing to another: *The addition of flour will thicken gravy.*

ad-ven-ture (ad ven'chər) 1 a bold and difficult undertaking, usually exciting and somewhat dangerous: *A hunter of tigers has many adventures.* 2 an unusual experience: *The trip to Quebec City was an adventure for us.*

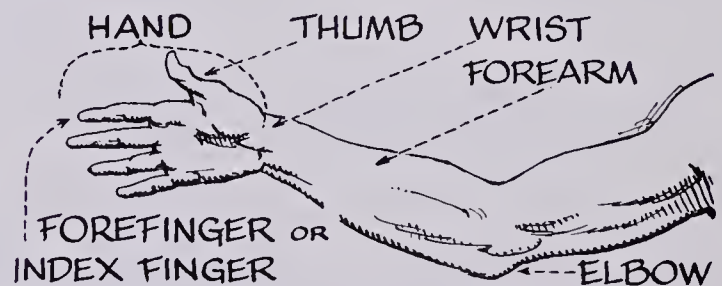
a-against (ə genst' or ə gānst') 1 in opposition to: *He spoke against the suggestion.* 2 upon: *Rain beats against the window.* 3 in preparation for: *Squirrels store up nuts against the winter.* 4 in defence from: *A fire is a protection against cold.*

a-head (ə hed') 1 in front; before: *He told me to walk ahead.* 2 forward; onward: *Go ahead with this work.* 3 in advance: *Jim was ahead of his class in reading.*

an-nounc-er (ə noun'sər) in radio or television, a person who introduces programs, reads news, etc.

ant (ant) a small insect that lives in tunnels in the ground or in wood.

an-y-one (en'ē wun' or en'ē wən) anybody; any person: *Anyone in the school may come to the party.*



The parts of the human arm

arm¹ (ärm) 1 the part of a person's body between the shoulder and the hand. 2 something shaped or used like an arm: *the arm of a chair, an arm of the sea.*

arm² (ärm) a weapon of any kind: *A gun, a sword, an axe, a stick—any of these might be arms for defence or attack.*

ar-rive (ə rīv') 1 come to a place: *We arrived in Kingston a week ago.* 2 come: *The time has arrived for you to study.* **ar-rived, ar-riv-ing.**

At-lan-tic (at lan' tik) the ocean lying east of North and South America and extending to Europe and Africa.

at-mos-phere (at'məs fēr') 1 the air that surrounds the earth; the air. 2 mental and moral surroundings; surrounding influence: *He lived in an atmosphere of poverty. Nuns live in a religious atmosphere.*

at-tack (ə tak') 1 set upon to hurt; go against as an enemy: *The dog attacked the cat.* 2 go at with vigor: *The hungry boy attacked his dinner as soon as it was served.* 3 a sudden illness: *an attack of flu.* 4 talk or write against: *The newspapers attacked the new prime minister.*

at-tic (at'ik) a room or space in a house just below the roof.

August (o'gəst or δ'gəst) the eighth month of the year: *August has 31 days.*

■ **August** developed from an Old English word taken from the Latin name for this month. It was named after the first Roman emperor, Augustus Caesar.

back-yard or **back yard** (bak'yärd') a yard or garden behind a house.

bank¹ (bangk) 1 a long pile or heap: *There was a bank of snow over ten feet deep.* 2 pile up; heap up: *The tractors banked the snow by the side of the road.* 3 the ground bordering a river, lake, etc.

bank² (bangk) a place for keeping, lending, exchanging, and paying out money.

bar (bär) 1 an evenly shaped piece of some solid, longer than it is wide or thick: *a bar of iron, a bar of soap, a bar of chocolate.* 2 a pole or rod put across a door, gate, window, etc. to fasten or shut off something.

base (bäs) the part of a thing on which it rests; the bottom: *The machine rests on a wide base of steel.*

bas-ket (bas'kit) a container made of twigs, grasses, fibres, strips of wood, etc. woven together.

bat-tle (bat'əl) a fight between opposing armed forces: *The battle for the island lasted six months.*

beam (bēm) 1 a large, long piece of timber, iron, or steel, for use in building. 2 the main horizontal support of a building or ship. 3 any long piece or bar: *The beam of a balance supports a pair of scales.* 4 a ray or rays of light: *The beam from the flashlight showed a kneeling man.* 5 send out rays of light; shine. 6 a bright look or smile. 7 look or smile brightly.

beau-ti-ful (byü'tə fəl) very pleasing to see or hear; delighting the mind or senses.

be-cause (bi koz' or bi kôz') for the reason that; since: *Most boys play ball because they enjoy the game.*

bee (bē) 1 a four-winged insect that lives in large groups and makes honey and wax: *Female bees can sting.* 2 a gathering for work or amusement: *a quilting bee, a spelling bee.*

be-lieve (bi lēv') think something is true or real: *We all believe that the earth is round.*

hat, āge, fār; let, ēqual, tērm; it, īce
hot, ōpen, ōrder; oil, out; cup, pūt, rüle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ꝥH, then; zh, measure

bi-cy-cle (bī'sə kəl) a vehicle having two wheels, one behind the other, that support a light metal frame on which there are handles and a seat for the rider.

blew (blü) See **blow**. *All night long the wind blew.*
■ **Blew** and **blue** are pronounced the same.

blood (blud) 1 the red liquid in the veins and the arteries; the red liquid that flows from a cut. 2 family; parentage; descent: *Love of the sea runs in his blood.*

blow¹ (blō) 1 a hard hit; a knock; stroke: *He struck the man a blow that knocked him down.* 2 a sudden happening that causes misfortune or loss; a severe shock: *His mother's death was a great blow to him.*

blow² (blō) 1 send forth a strong current of air: *Blow on the fire or it will go out.* 2 move as a current of air: *The wind blew gently.*

blue (blü) 1 the color of the clear sky in daylight. 2 having this color. 3 sad; discouraged: *I felt blue when I failed.*

board (bōrd) 1 a broad, thin piece of wood for use in building, etc.: *We used boards 1 metre long for shelves in our new bookcase.* 2 cover with boards: *Father boards up the windows of our summer cottage in the fall.* 3 a flat piece of wood used for some special purpose: *an ironing board, a diving board.* 4 meals provided for pay: *Mrs. Adams gives good board.* 5 give food to for pay: *She boards three men in her house.* 6 get food for pay: *Mr. Jones boards at our house.* 7 a group of persons managing something; council: *a school board.* 8 a branch of a government department: *the National Film Board.* 9 get on a ship, train, aircraft, etc.: *We board the school bus at the corner every day.*

bomb (bom) a container filled with gunpowder or some other explosive.

boom (büm) 1 a deep, hollow sound like the roar of cannon or of big waves: *The big bell made a loud boom.* 2 make a deep hollow sound: *The big man's voice boomed out above the rest.* 3 a sudden activity and increase in business, prices, or values of property; rapid growth: *Our town is having such a boom that it is likely to double its size in two years.* 4 increase suddenly in activity; grow rapidly: *Business is booming.*

bot-tle (bot'əl) a container for holding liquids, usually made of glass, having a narrow neck and no handles.

bough (bou) one of the main branches on a tree: *The boys built a tree house in the boughs of an elm.*

bowl¹ (bōl) 1 a hollow, rounded dish, usually without handles. 2 the amount that a bowl can hold; bowlful. 3 a rounded part that is a receptacle: *the bowl of a spoon. The bowl of a pipe holds the tobacco.*

bowl² (bōl) 1 a large, heavy ball used in certain games. 2 play the game of bowling.

brain (brān) the mass of nerve cells enclosed in the skull or head of persons and animals: *The brain is used in feeling and thinking.*

break (brāk) 1 make come to pieces by a blow or pull: *Baby has broken her doll.* 2 come apart; crack; burst: *The plate broke into pieces when it fell on the floor.* 3 a broken place; crack: *a break in the wall.* 4 fail to keep; act against: *He never breaks a promise. People who break the law are punished.* 5 force one's way: *The man broke out of the locked room.*

bridge¹ (brij) 1 something built over a river, road, etc. so that people, cars, trains, etc. can get across. 2 make or form a bridge over: *A log bridged the brook. The engineers bridged the river.* 3 make a way over: *Politeness will bridge many difficulties.* 4 the platform above the deck of a ship for the officer in command. 5 the upper, bony part of the nose. 6 the curved part of a pair of eyeglasses that rests on the nose.

bridge² (brij) a card game for two teams of two players each, played with 52 cards.

Brit-ish (brit'ish) of Great Britain or its people.

build-ing (bil'ding) something built: *Barns, houses, sheds, factories, and hotels are all buildings.*

bur-y (ber'ē) 1 put a dead body in the earth, in a tomb, or in the sea: *The boys buried the dead bird.* 2 put away; cover up; hide: *The squirrels buried nuts under the dead leaves.* **bur-ied, bur-y-ing.**

☞ **Bury** and **berry** are pronounced the same.

cal-cu-la-tor (kal'kyə lā'tər) a machine that calculates, especially one that can multiply and divide as well as add and subtract.

call-ing (kol'ing or kōl'ing) a profession, occupation, or trade: *The teacher took great pleasure in his calling.*

cam-ou-flage (kam'ə flāzh') an outward appearance that makes a person, animal, or thing seem to be part of its natural surroundings: *The white fur of a polar bear is a natural camouflage, for it prevents the bear from being easily seen against the snow.*

can-dle (kan'dəl) a stick of tallow or wax with a wick in it, burned to give light.

can-non (kan'nən) a big gun that is fixed to the ground or mounted on a carriage, especially the old-fashioned type of gun that fired cannon balls.

cap-tain (kap'tən) a leader; chief: *Robin Hood was the captain of a merry band.*

cap-ture (kap'chər) take by force, skill, or trickery: *Three enemy soldiers were captured during the raid.*

cat-tle (kat'əl) cows, bulls, and steers; oxen. 2 farm animals; livestock.

chick-en (chik'ən) 1 a young hen or rooster. 2 any hen or rooster. 3 the flesh of a chicken, used as food.

choc-o-late (chok'lit or chok'ə lit) a dark brown substance used as a food or flavoring and made by roasting and grinding cacao seeds.

Christ-mas (kris'məs) the yearly celebration of the birth of Christ on December 25.

cir-cle (sēr'kəl) 1 a curved line of which every point is equally distant from a point called the centre. 2 the space bounded by such a line. 3 something resembling a circle or part of one: *a circle around the moon.* 4 a ring: *The girls danced in a circle.*

cir-cus (sēr'kəs) a travelling show of acrobats, clowns, horses, riders, and wild animals.

coach (kōch) 1 a large, closed carriage with seats inside and, often, on top: *Coaches carried passengers along a regular run, stopping for meals and fresh horses.* 2 a passenger car of a railway train. 3 bus. 4 a type of automobile having four doors. 5 a person who teaches or trains athletes: *a football coach.*



The cocoon of a silkworm

co-coon (kə kün') a covering prepared by the larva of many kinds of insect, including the ant and the moth, to protect itself while it is changing into an adult.

com-mu-ni-ca-tion (kə myü'nə kā'shən) the giving or exchanging of information or news by speaking, writing, etc.: *Noise on the telephone made communication impossible.*

com-mu-ni-ty (kə myü'nə tē) the people of any district or town: *This lake provides water for six communities.*

con-ti-nent (kon'tə nənt) one of the seven great masses of land on the earth: *The continents are North America, South America, Europe, Africa, Asia, Australia, and Antarctica.*

cool (kü) 1 somewhat cold; more cold than hot: *We sat in the shade where it was cool.* 2 allowing or giving a cool feeling: *a cool dress.* 3 not excited; calm. 4 having little enthusiasm or interest; not cordial: *His former friend gave him a cool greeting.*

co-op-er-ate (kō op'ər āt') work together: *The children co-operated with their teachers in keeping their rooms neat.* **co-op-er-at-ed, co-op-er-at-ing.**

cor-nər (kōr'nər) 1 the place where two lines or surfaces meet: *the corner of a room.* 2 the place where two streets meet. 3 at a corner: *the corner drugstore.*

coun-try (kun'trē) 1 the land; a region: *The hill country to the north was rough and mountainous.* 2 a nation; state: *the country of France.*

crook-ed (krük'id) 1 not straight; bent; curved; twisted: *a crooked stick.* 2 dishonest: *a crooked lawyer.*

cul-ture (kul'chər) 1 refinement of feelings, thoughts, manners, etc. 2 the customs and arts of a nation or people at a certain time: *She spoke on the culture of the ancient Vikings and that of the present-day Norwegians.* 3 the development of the mind or body by training, education, etc. 4 the preparation of land and production of crops.

cup (kup) 1 a small but rather deep dish to drink from: *Most cups have handles.* 2 as much as a cup holds: *She drank a cup of milk.* 3 anything shaped like a cup: *The petals of some flowers form a cup.* 4 shape like a cup: *He cupped his hands to catch the ball.*

curl (kérI) twist or roll into coils.

dan-ger-ous (dān'jər əs) likely to cause harm; not safe; risky: *The road around the mountain is dangerous.*

daugh-ter (dō'tər or dō'tər) a female child in relation to either or both of her parents.

death (deth) the act of dying; the ending of life in human beings, animals, or plants.

de-cide (di sīd') 1 settle: *Let us decide the question by tossing a coin.* 2 give judgment: *Mother decided in favor of a small car.*

decimal point the period between the units and the tenths of a decimal fraction.

de-nom-i-na-tor (di nom'ə nā'tər) the number below the line in a fraction, which states the number of parts into which the whole has been divided: *In $\frac{3}{4}$, 4 is the denominator, and 3 is the numerator.*

des-ert¹ (dez'ərt) a region with very little water and plant or animal life; barren, desolate land.

des-ert² (di zért') 1 go away, and leave; abandon; forsake; run away from duty: *The evil parents in the story deserted their children. The guard deserted his post.* 2 leave military service without permission and with no intention of returning.

dig-it (dij'it) 1 a finger or toe. 2 any of the figures 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

dis-cov-er (dis kuv'ər) find out; see or learn of for the first time.

di-vi-sion (di vizh'ən) dividing; being divided.

doc-tor (dok'tər) 1 a person having a licence to practise medicine or perform surgery: *a medical doctor.* 2 any of certain other professional persons who treat unhealthy persons or animals: *Dentists, chiropractors, and veterinarians are doctors.*

does-n't (duz'ənt) does not.

doll (dol) 1 a toy made to resemble a human being: *Mary got a lovely doll for Christmas.* 2 a pretty child, girl, or woman.

dol-lar (dol'ər) the unit of money in Canada, the United States, and some other countries.

drop (drop) 1 a small, roundish mass of liquid, usually formed in falling: *a drop of rain, a drop of blood.* 2 an object that is small and roundish, resembling such a mass: *a cough drop, a lemon drop.* 3 fall or let fall in such small masses of liquid: *Rain drops from the sky. He had to drop some medicine into his sore eye.* 4 a very small amount of liquid. **dropped, drop-ping.**

dumb (dum) 1 not able to speak: *Even intelligent animals are dumb.* 2 silent; not speaking: *He would not answer, but remained dumb.* 3 Informal. stupid; dull.

dur-ing (dyūr'ing or dūr'ing) at some time in; in

hat, āge, fār; let, ēqual, tērm; it, īce
hot, ōpen, ōrder; oil, out; cup, pūt, rüle
ābove, takən, pencəl, lemən, cīrcəs
ch, child; ng, long; sh, ship
th, thin; ƧH, then; zh, measure

the course of: *Come to see us sometime during the day.*

eat (ēt) 1 chew and swallow: *Cows eat grass and grain.* 2 have a meal: *Where shall we eat?* 3 destroy as if by eating; wear away: *The flames ate up the wood. The acid has eaten through the metal.* **ate, eat-en, eat-ing.**

eight (āt) one more than seven; 8.

ei-ther (ē'ƧHər or ī'ƧHər) one or the other of two: *You may read either book.*

e-lev-en (i lev'ən) one more than ten; 11.

e-nough (i nuf') as many as needed: *Are there enough seats for all?*

en-vi-ron-ment (en vī'rən mənt) all the surrounding things, conditions, or influences that affect the growth and development of living things: *A child's character is greatly influenced by his home environment.*

e-qua-tor (i kwā'tər) an imaginary circle around the middle of the earth, halfway between the North Pole and the South Pole: *Canada is north of the equator.*

e-ro-sion (i rō'zhən) an eating away; the process of being worn away gradually: *In geography we study the erosion of the earth by wind and water.*

es-pe-cial-ly (es pesh'əl ē) particularly; principally; chiefly: *This paint is especially designed for use outdoors.*

e-vap-o-rate (i vap'ə rāt') 1 turn into vapor: *Boiling water evaporates rapidly.* 2 remove moisture, especially water, from: *Heat is used to evaporate milk.* 3 vanish; disappear; fade away: *His good resolutions evaporated soon after New Year's Day.* **e-vap-o-rat-ed.**

ex-cept (ek sept') leaving out; other than: *He works every day except Sunday.*

ex-cit-ed (ek sīt'id) stirred up; aroused.

ex-pe-di-tion (eks'pə dish'ən) a journey for a special purpose, such as war, discovery, or collecting new plants.

ex-per-i-ment (eks per'ə ment') try in order to find out; make trials or tests: *A baby experiments with his hands.*

ex-plore (eks plōr') 1 travel over little-known lands or seas for the purpose of discovery: *Champlain explored the Ottawa River and Georgian Bay.* 2 go over carefully; examine: *The children explored the new house.*

eye (i) 1 either of the two organs of the body by which men and animals see. 2 the colored part of this organ; iris: *She has brown eyes.* 3 something like or suggesting an eye: *the eye of a needle, the eye of a potato.* 4 a look or glance: *He cast an eye in her direction.* 5 look at; observe; gaze at: *The children eyed the stranger curiously.* **eyed, ey-ing or eye-ing.**

fair¹ (fer) 1 not favoring one more than the other or others; just; honest: *Everyone admires a fair judge. He is fair even to the people he dislikes.* 2 according to the rules: *fair play.* 3 pretty good; not good and not bad; average: *There is a fair crop of wheat this year.* 4 light; not dark: *She had fair hair and skin.* 5 clear; sunny; not cloudy or stormy: *The weather will be fair today.*

fair² (fer) a gathering of people, especially in country areas in the fall, for the purpose of showing farm animals, products, machinery, preserved fruit, baked goods, etc.

fa-mous (fā'məs) very well-known; noted.

fast¹ (fast) 1 quick; rapid; swift: *A fast runner can beat a slow one.* 2 quickly; rapidly; swiftly: *Airplanes go fast.* 3 showing a time ahead of the real time: *That clock is fast.* 4 too free or wild: *He led a fast life, drinking and gambling.* 5 firmly fixed: *This color is fast and will not wash out.*

fast² (fast) go without food; eat little or nothing; go without certain kinds of food.



Fencing with foils

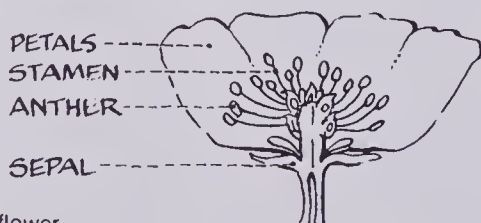
fence (fens) 1 something put around a yard, garden, field, farm, etc. to show where it ends or to keep people or animals out or in. 2 fight, now only in sport, with long, slender swords called foils; compete in fencing.

fight (fit) 1 take part in a violent struggle: *When boys fight, they try to hit one another. Countries fight with armies.* 2 a combat or contest: *A fight ends when one side gives up.* 3 a quarrel. **fought, fight-ing.**

fi-nal-ly (fī'nəl ē) at the end; at last.

fin-ish (fin'ish) 1 complete; bring to an end; reach the end of: *to finish a dress, to finish one's dinner, to finish a race.* 2 the end: *a fight to the finish.*

fix (fiks) 1 make firm; become firm: *The man fixed the post in the ground. The boy fixed the spelling lesson in his mind.* 2 settle; set: *to fix a price, to fix an amount to be raised, to fix on a day for a picnic.* 3 direct or hold steady the eyes, attention, etc.; be directed. 4 put or place definitely: *She fixed blame on the leader.*



The parts of a flower

flow-er (flou'ər) a blossom; the part of a plant or tree that produces the seed.

fol-low (fol'ō) 1 go or come after: *Sheep follow a leader. Night follows day. He leads; we follow.* 2 result from; result: *Misery follows war. If you eat too much candy, a stomach ache will follow.* 3 go along: *Follow this road to the corner.* 4 use; obey; act according to; take as a guide: *Follow her advice.*

fought (fot or fôt) See **fight**. *He fought bravely yesterday. A battle was fought there.*

frac-tion (frak'shən) 1 one or more of the equal parts of a whole: $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$ are fractions. 2 a very small part, amount, etc.; not all of a thing; fragment: *He has done only a fraction of his homework.*

fresh (fresh) 1 newly made, grown, or gathered: *These are fresh vegetables. Is this milk fresh?* 2 new; recent: *Is there any fresh news from home?* 3 not salty: *There is fresh water in the Great Lakes.*

Fri-day (frī'dē or frī'dā) the sixth day of the week, following Thursday.

Friday developed from Old English *Frīgedæg*, meaning 'day of Frīg'; Frīg was the Germanic goddess of love.

friend (frend) 1 a person who knows and likes another. 2 a person who favors and supports: *She was a generous friend to the poor.*

fright-en (frīt'ən) make afraid.



One kind of frog—
about 7 cm long

frog (frog) a small, leaping animal with webbed feet that lives in or near water: *Frogs hatch from eggs as tadpoles, which live in the water until they grow legs.*

fruit (früt) 1 the product of a tree, bush, shrub, or vine that is good to eat: *Apples, pears, oranges, bananas, peaches, and plums are fruit.* 2 the part of a plant that contains the seeds: *Pea pods, acorns, and grains of wheat are fruits.*

fur-ni-ture (fēr'nə chər) the articles needed in a house or room, such as chairs, tables, beds, desks, etc.

fu-ture (fyü'chər) time to come; what is to come.

gas¹ (gas) vapor; a substance that is not a solid or a liquid; any substance when it is like air in form: *Oxygen and hydrogen are gases at ordinary temperatures.*

gas² (gas) Informal. gasoline: *The price of gas has gone up.*

gay (gā) happy and full of fun; merry.

ge-nie (jē'nē) a powerful spirit.

ge-og-ra-phy (jē og'rə fē) the study of the earth's surface, climate, continents, countries, peoples, industries, and products.

ge·om·e·try (jē om'ə trē) the branch of mathematics that measures and compares lines, angles, surfaces, and solids.

ghost (gōst) 1 the spirit of a dead person: *A ghost is supposed to live in another world and appear to living people as a pale, dim, shadowy form.* 2 anything pale, dim, or shadowy like a ghost; a faint image; slightest suggestion: *a ghost of a smile, not a ghost of a chance.*

glac·ier (glā'shər or glās'yər) a large mass of ice formed from the snow on high ground and moving very slowly down a mountain side or along a valley.

glue (glü) a substance used to stick things together.

goal (gōl) 1 the space between two posts into which, in certain games, a player tries to shoot a puck, kick a ball, etc. in order to score. 2 the act of scoring in such a manner. 3 the point or points counted for scoring a goal; a score: *Our team won, four goals to three.* 4 the finish line of a race. 5 something for which an effort is made; something wanted; one's aim or object in doing something: *His goal was to pass his examinations with high marks. My brother's goal is to be a great doctor.*

goal·ie (gōl'ē) the player who guards the goal to prevent scoring in such games as hockey, lacrosse, etc.

gold·en (gōl'dən) 1 made of gold: *golden dishes.* 2 containing gold. 3 shining like gold; bright yellow: *golden hair.* 4 very good; extremely favorable, valuable, or important: *golden deeds, a golden opportunity.*

gov·ern·ment (guv'ərn mənt) 1 the ruling of a country. 2 the person or persons ruling a country.

graph (graf) a line or diagram showing how one quantity depends on or changes with another: *You could draw a graph to show how your weight has changed each year with your change in age.*

griz·zly (griz'lē) 1 greyish. 2 grizzly bear.

grown (grōn) arrived at full growth: *A grown man is an adult.*

guard (gärd) 1 watch over; take care of; keep safe: *The dog guards the house.* 2 defend: *The goalie guards the goal.* 3 keep from escaping: *The soldiers guarded the prisoners day and night.* 4 check; hold back; keep under control: *Guard your tongue.*

gum¹ (gum) 1 a sticky juice of certain trees and plants that hardens in the air and dissolves in water: *Gum is used to make glue, drugs, candy, etc.* 2 a tree that yields gum. 3 gum prepared for chewing. 4 stick or stick together with gum: *The stamp was gummed onto the letter.* **gummed, gum·ming.**

gum² (gum) Often, **gums**, *pl.* the flesh around the teeth.

hall (hol or hōl) 1 a way to go through a building: *A hall ran the length of the upper floor of the house.* 2 a passage or room at the entrance of a building: *Leave your umbrella in the hall.* 3 a large room for holding meetings, parties, banquets, etc.: *Our town needs a larger hall for community concerts.*

ham·ster (ham'stər) a small, short-tailed animal of the rat family, having large pouches in its cheeks.

hat, âge, fär; let, ēqual, tērm; it, Ice
hot, ôpen, ôrder; oil, out; cup, pût, rûle
âbove, takēn, pencâl, lemān, circās
ch, child; ng, long; sh, ship
th, thin; TH, then; zh, measure

hap·pen (hap'ən) take place; occur.

hap·pi·ness (hap'ē nis) the state of being happy.

have·n't (hav'ənt) have not.

head (hed) 1 the top part of the human body, where the eye, ears, and mouth are. 2 the front of an animal, where the eyes, ears, and mouth are. 3 the top part of anything: *the head of a pin, a cabbage, a crane, a drum, or a barrel.*

he'll (hēl) he will.

hey (hā) a sound made to attract attention, express surprise or other feeling, or ask a question: *Hey! stop!*

hi·ber·nate (hī'bər nāt') spend the winter in sleep, as bears, groundhogs, and some other wild animals do.

hide¹ (hīd) put or keep out of sight: *Hide it where no one else will know of it or know where it is.*

hide² (hīd) an animal's skin, either raw or tanned.

high·way (hī'wā') a main road or route.

hold¹ (hōld) grasp and keep: *Hold my watch while I play this game.*

hold² (hōld) the lowest part of a ship's interior: *A ship's cargo is carried in its hold.*

ho·ri·zon (hə rī'zən) the line where the earth and sky seem to meet: *You cannot see beyond the horizon.*

huge (hyūj) extremely large or great.

hu·man (hyü'mən) of or belonging to mankind; that people have.

hur·ry (hēr'ē) drive, carry, send, or move quickly.

hus·band (huz'bənd) a married man, especially when thought of in connection with his wife.

im·mi·gra·tion (im'ə grā'shən) coming into a country or region to live: *There has been immigration to Canada from most of the countries of Europe.*

inch (inch) 1 a measure of length; $\frac{1}{2}$ of a foot (2.54 cm). *Symbol: "* 2 move slowly or little by little.

in·dus·tri·al (in dus'trē əl) of or having to do with industry.

in·ter·est (in'trist or in'tər ist) a feeling of wanting to know, see, do, own, share in, or take part: *He has an interest in reading and in collecting stamps.*

in·ter·est·ed (in'tris təd, in'tər is təd, or in'tər es'təd) 1 feeling or showing interest: *an interested spectator.* 2 having an interest or share.

is·n't (iz'ənt) is not.

it's (its) 1 it is: *It's my turn.* 2 it has: *It's been a beautiful day.*

I've (Iv) I have.

Jan-u-ar-y (jan'yə wer'ē or jan'yü er'ē) the first month of the year: *January has 31 days.*

January came into English through Old French from the Latin name for this month, which was based on the name of an ancient god, *Janus*, who had two faces, one looking forwards and one looking backwards.

Ju-ly (jü lī' or jə lī') the seventh month of the year: *July has 31 days.*

July came into English through Old French from the Latin name for this month. The month was named after Julius Caesar because he was born at this time of the year.

June (jün) the sixth month of the year: *June has 30 days.*

June came into English through Old French from the Latin name for this month, *Junonius*, meaning the month of the goddess Juno.

Ju-pi-ter (jü'pə tər) 1 in Roman myths, the chief god, ruler of gods and men. 2 the largest planet.

key (kē) 1 an instrument, usually metal, that locks and unlocks; something that turns the bolt in a lock: *I lost the key to the padlock on my bicycle.* 2 anything like this in shape or use: *a key to wind a clock, a key to open a tin.* 3 the answer to a puzzle or problem: *The key to this puzzle will be published next week.*

kid¹ (kid) 1 a young goat. 2 the leather made from the skin of a young goat, used for gloves, shoes, etc. 3 *Informal.* child: *The kids went to the circus.*

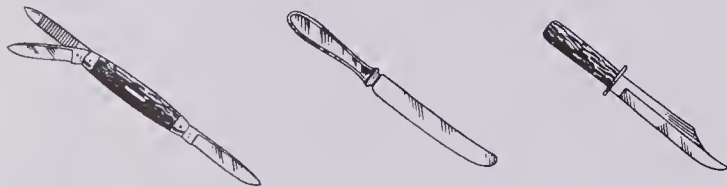
kid² (kid) *Slang.* tease playfully; talk in a joking way.

knead (nēd) 1 mix flour, clay, etc. into a dough or paste by pressing and stretching, usually with the hands: *Machines have been invented to knead bread dough.*

2 make or shape by kneading. 3 press and squeeze with the hands; massage: *The trainer kneaded the muscles of the runner.*

knee (nē) the joint between the thigh and the lower leg.

knew (nyü or nŕü) See **know**. *She knew the right answer.*



A pocket knife

A table knife

A hunting knife

knife (nīf) 1 a thin, flat, metal blade fastened in a handle so that it can be used to cut or spread. 2 a sharp blade forming part of a tool or machine: *The knives of a lawn mower cut the grass.*

know (nō) 1 have the facts of; be skilled in: *He knows arithmetic. An artist must know his art.* 2 have the facts and be sure that they are true: *We know that 2 and 2 are 4. Dr. Jones does not guess; he knows.*

known (nōn) in the knowledge of everyone; widely recognized: *a known fact, a known artist.*

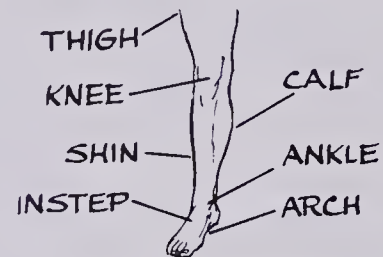
lad-der (lad'ər) a set of rungs or steps fastened into two long sidepieces, for use in climbing up or down.

la-ser (lā'zər) a device that produces a very narrow, intense beam of light of only one wavelength and going in only one direction: *Laser beams can cut through metal and are used in surgery, communications, etc.*

laugh (laf) make the sounds and the movements of the face and body that show amusement or pleasure at humor or nonsense, etc.: *We all laughed at the joke.*

lay¹ (lā) place in a certain position; put down.

lay² (lā) See **lie**². *After a long walk I lay down for a rest.*



The parts of the human leg

leg (leg) 1 one of the limbs on which people and animals stand and walk: *Dogs have four legs and human beings have two.* 2 a part of a garment that covers a leg: *I fell and tore the right leg of my pants.*

3 anything shaped or used like a leg; any support that is much longer than it is wide: *a table leg.* 4 one of the parts or stages of any course: *They were happy to be on the last leg of their long trip.*

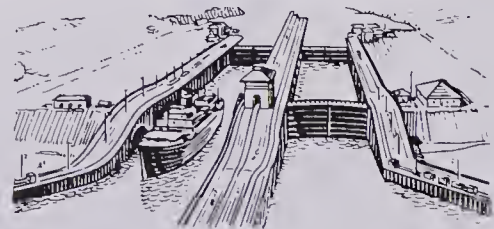
leg-is-la-tion (lej'is lā'shən) the making of laws: *Parliament has the power of legislation.*

lie¹ (li) 1 something said that is not true; something that is not true said to deceive: *Saying his friend stole it was a lie.* 2 speak falsely; tell a lie. **lied, ly-ing.**

lie² (li) have one's body in a flat position along the ground or other surface: *to lie on the grass, to lie in bed.* **lay, lain, ly-ing.**

light-ning (lit'ning) a flash of light in the sky caused by a discharge of electricity between clouds, or between a cloud and the earth's surface.

liz-ard (liz'ərd) a reptile with a long body, long tail, movable eyelids, and usually four legs: *The iguana, chameleon, and horned toad are lizards.*



Locks in a canal. They enable ships to go where there were formerly waterfalls, or to go around a dam. If the ship enters from below, the gates are closed, the water level is raised (by means of pipes) to equal the level above the lock, then the upper gates are opened. If the ship enters from above, the process is reversed.

lock¹ (lok) 1 a means of fastening doors, boxes, etc. usually needing a key of special shape to open it. 2 an enclosed section of a canal, dock, etc. in which the level of the water can be changed by letting water in or out, to raise or lower ships. 3 the part of a gun by means of which it is fired. 4 join, fit, jam, or link together: *The girls locked arms and walked down the street together.*

lock² (lok) a curl of hair.

long¹ (long) 1 that measures much from end to end: *A centimetre is short; a kilometre is long. A year is a long time. He told a long story.* 2 in length: *My table is one metre long.* 3 having a long, narrow shape: *a long board.* 4 a long time: *Summer will come before long.*

long² (long) wish very much; desire greatly: *He longed for his mother. She longed to see him.*

loose (lūs) 1 not firmly set or fastened: *a loose tooth, a loose thread.* 2 not tight: *loose clothing.* 3 not bound together: *loose papers.*

lose (lüz) 1 not have any longer; have taken away from one by accident, carelessness, parting, death, etc.: *to lose one's life, to lose a limb, a father, or a friend.* 2 be unable to find: *to lose one's way, to lose a book.* 3 fail to keep or maintain; cease to have: *lose patience.*

loud (loud) not quiet or soft; making a great sound: *a loud voice. A gun goes off with a loud noise.*

lying¹ (li'ing) 1 the telling of a lie; the habit of telling lies. 2 false; not truthful: *a lying report.*

lying² (li'ing) See lie². *I'm lying down.*

mag-net (mag'nit) a stone or piece of metal that attracts iron or steel to it.

main (mān) 1 most important; largest: *the main dish at dinner, the main street of a town.* 2 a large pipe for water, gas, etc.: *When the water main broke, our cellar was flooded.*

mam-mal (mam'əl) any of a class of warm-blooded animals that have a backbone, and the females of which have glands that produce milk for feeding their young: *Human beings, cattle, dogs, cats, and whales are all mammals.*

man-sion (man'shən) a large house; a stately residence.



A maple leaf

ma-ple (mā'pəl) 1 a tree grown for shade, ornament, its wood, or its sap: *There are many kinds of maples.* 2 a flavoring made from maple sugar or maple syrup: *She liked maple ice cream.*

hat, āge, fār; let, ēqual, tērm; it, Ice
hot, ōpen, ōrder; oil, out; cup, pūt, rüle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; TH, then; zh, measure

mar-ry (mar'ē or mer'ē) join as husband and wife.

Mar-tian (mār'shən) 1 of the planet Mars. 2 a supposed inhabitant of the planet Mars.

mead-ow (mēd'ō) a piece of grassy land, especially one used for growing hay. 2 low, grassy land near a stream.

means (mēnz) 1 the method or methods by which something is made to happen or brought about: *The airplane is a fast means of travel. We won the game by fair means.* 2 riches; wealth: *He is a man of means.*

met-ro-pol-i-tan (met'rə pol'ə tən) of a large city; belonging to large cities: *metropolitan newspapers.*

mind (mīnd) 1 the part of a person that knows, thinks, remembers, wishes, chooses, feels emotion, etc.: *The old man's mind remained active.* 2 intelligence or mental ability; the intellect: *Mastering arithmetic requires a good mind.* 3 what one thinks or feels: *Speak your mind freely.* 4 notice; observe. 5 be careful concerning: *Mind the step.* 6 take care: *Mind that you come on time.* 7 attend to; take care of: *Please mind the baby.* 8 obey: *Mind your father and mother.*

min-er-al (min'ər əl) a substance obtained by mining or digging in the earth: *Coal is a mineral.*

min-ute¹ (min'it) 1 one of the 60 equal periods of time that make up an hour; 60 seconds. *Symbol: min* 2 a short time; an instant: *I'll be there in a minute.*

mi-nute² (mī nyüt' or mī nüt') 1 very small; tiny: *a minute speck of dust.* 2 going into or concerned with small details: *He gave me minute instructions about how to do my work.*

miss¹ (mis) 1 fail to hit: *He fired twice, but both shots missed.* 2 a failure to hit or reach: *to make more misses than hits.* 3 fail to find, get, or meet: *I set out to meet my father, but in the dark I missed him.* 4 let slip by: *I missed the chance of a ride to town.* 5 escape or avoid: *I just missed being hit.* 6 fail to catch: *to miss a train.* 7 leave out: *to miss a word in reading.* 8 fail to hear or understand: *What did you say? I missed a word or two.*

miss² (mis) a young unmarried woman or girl.

Mon-day (mun'dē or mun'dā') the second day of the week, the day after Sunday.

Monday developed from Old English *monandæg*, meaning 'day of the moon.'

month (munth) one of the twelve periods of time into which a year is divided.

mo-tel (mō tel') a roadside hotel or a group of furnished cottages or cabins providing overnight lodging for motorists.

Motel is from *motor* and *hotel*.

moun-tain (moun'tən) 1 a very high hill: 2 a large

heap or pile of anything: *a mountain of rubbish*. 3 a huge amount: *He overcame a mountain of difficulties*.

mourn (môrn) 1 grieve. 2 feel or show sorrow over: *She mourned her lost doll*.

☞ **Mourn** and **morn** are pronounced the same.

mul-ti-plic-a-tion (mul'tə plə kā'shən) 1 multiplying or being multiplied. 2 the operation of multiplying one number by another.

neck (nek) 1 the part of the body that connects the head with the shoulders. 2 the part of a garment that fits around the neck: *the neck of a shirt*. 3 a narrow part like a neck: *a neck of land, the neck of a vase*.

news (nyüz or nüz) something told as having just happened; information about something that has just happened or will soon happen.

north (nôrth) the direction to which a compass needle points; the direction to the right as one faces the setting sun.

note (nôt) 1 a short sentence, phrase, or single word, written down to remind one of what was in a book, a speech, an agreement, etc.; memorandum: *Sometimes our teacher has us take notes on what we read. I must make a note of that*. 2 write down as a thing to be remembered. 3 in music, the written sign to show the pitch and the length of a sound.

no-tice (nô'tis) 1 heed; attention: *Take no notice of her. A sudden movement caught his notice*. 2 see; take note of; give attention to: *I noticed a hole in my stocking*. 3 advance information; warning: *The driver sounded his horn to give notice that he wanted to pass*. 4 a written or printed sign; a paper posted in a public place; a large sheet of paper giving information or directions: *We saw a notice of this week's movie outside the theatre*.

No-ven-ber (nô vem'bər) the eleventh month of the year; the month before December: *November has 30 days*.

☞ **November** came into English through Old French from the Latin name for this month, *November*, from *novem*, meaning 'nine.' November was the ninth month of the ancient Roman calendar.

nu-mér-a-tor (nyü'mər ā'tər or nü'mər ā'tər) the number above the line in a fraction: *In $\frac{3}{8}$, 3 is the numerator, and 8 is the denominator*.

object (ob'jekt for 1, 2, and 3, əb'jekt' for 4 and 5) 1 anything that can be seen or touched: *What is that object by the fence? A dark object moved between me and the door*. 2 a person or thing toward which feeling, thought, or action is directed: *an object of study. The blind cripple was an object of charity. Bob was the object of his dog's affection*. 3 something aimed at; an end or purpose; a goal: *My object in coming here was to get her address*. 4 make objections; be opposed; feel dislike: *I made my suggestion, but John objected. Many people object to loud noise*. 5 give as a reason

against something: *Mother objected that the weather was too wet to play outdoors*.

o-cean (ô'shən) 1 the body of salt water that covers almost three fourths of the earth's surface; the sea. 2 any of its five main divisions—the Atlantic, Pacific, Indian, Arctic, and Antarctic oceans.

off (of) 1 from the usual or correct position, condition, etc.: *He took off his hat*. 2 away; at a distance; to a distance: *He went off in his car*. 3 from; away from; far from: *He pushed me off my seat. You are off the road*. 4 not on; not connected: *The electricity is off*.

of-fi-cer (of'ə sər) 1 a person who commands others in the armed forces such as a colonel, a lieutenant, or a captain. 2 a person who holds an office in the government, the church, the public service, etc.: *a police officer, a health officer*.

O-lym-pic games (ô lim'pik gāmz') 1 contests in athletics, poetry, and music, held every four years by the ancient Greeks. 2 modern athletic contests imitating the athletic contests of these games, held every four years in a different country.

par-al-lel (par'ə lel' or per'ə lel') 1 at or being the same distance apart everywhere, like the two rails of a railway track. 2 be at the same distance from throughout the length: *The street parallels the railway*.

paw (po or pô) 1 the foot of a four-footed animal having claws: *Cats and dogs have paws*. 2 strike or scrape with the paws, hoofs, or feet: *The cat pawed the mouse she had caught*.

pen-cil (pen'səl) a pointed tool to write or draw with, usually made of wood and having a long thin piece of black or colored material in the centre.

pen-in-su-la (pən in'sə lə or pən in'syə lə) a piece of land almost surrounded by water, or extending far out into the water: *Nova Scotia is a large peninsula*.

peo-ple (pē'pəl) 1 men, women, and children; persons: *There were ten people present*. 2 a race or nation: *the Canadian people, the peoples of Asia*. 3 persons in general; the public: *People are funny*.

per (pər) 1 for each: *a litre of milk per child, ten cents per gram*. 2 by; through; by means of: *I sent this per my son*.

phone (fōn) *Informal*. telephone. **phoned**, **phon-ing**.

pic-ture (pik'chər) 1 a drawing, painting, portrait, or photograph; a printed copy of any of these: *That book contains a good picture of him*. 2 a scene: *The trees and brook make a lovely picture*. 3 something beautiful: *She was a picture in her new dress*. 4 draw, paint, etc.; make into a picture: *The artist pictured the saints*. 5 likeness; image: *She is the picture of her mother. He was the picture of despair*.

piece (pēs) 1 one of the parts into which a thing is divided or broken; a bit: *The cup broke in pieces*. 2 a single work of art: *a piece of music, a piece of poetry*.

pi-lot (pī'lət) 1 a person who operates the controls of an aircraft in flight. 2 a man whose business is to steer ships in or out of a harbor or through dangerous waters.

plain (plān) 1 clear; easy to understand; easily seen or heard: *The meaning is plain.* 2 clearly; in a plain manner: *Speak it plain.* 3 without ornament or decoration: *a plain dress.* 4 all of one color; without a printed or woven pattern: *a plain blue dress.* 5 not rich or highly seasoned: *plain food.* 6 common; ordinary; simple in manner: *a plain man of the people.* 7 not pretty: *a plain girl.* 8 frank; honest; sincere: *plain speech.* 9 a flat stretch of land; prairie.

plane¹ (plān) 1 a flat or level surface. 2 flat; level. 3 a standard of conduct, thought, or achievement; a level: *Try to keep your work on a high plane.*

plane² (plān) a carpenter's tool with a blade for smoothing or shaping wood.

plan-et (plan'it) one of the heavenly bodies that move around the sun in regular paths: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto are planets.*

plas-tic (plas'tik) 1 any of various man-made materials that are made from chemicals and are shaped or moulded when hot: *Some plastics are very strong and tough. Nylon is a plastic.* 2 made of such a material: *plastic cups.* 3 easily moulded or shaped: *Clay, wax, and plaster are plastic substances.*



pla-teau (pla tō') 1 a plain in the mountains or at a height above sea level; a large, high plain. 2 a level of progress or achievement, especially where there is no further progress for a time: *Our volleyball team improved rapidly and then reached a plateau.*

pock-et (pok'it) 1 a small pouch or bag sewn into clothing for carrying money, or small articles. 2 put in one's pocket.

pole¹ (pōl) a long, slender piece of wood, metal, etc.: *a telephone pole, a flagpole, a ski pole.*

pole² (pōl) 1 either end of the earth's axis: *The North Pole and the South Pole are opposite each other.* 2 either of two parts where opposite forces are strongest: *A magnet or a battery has both a positive pole and a negative pole.*

po-lice-man (pə lēs'mən) a member of the police.

pol-len (pol'an) the fine, yellowish powder made up of the male cells of flowers.

pol-lute (pə lūt') make dirty; defile: *The water at the bathing beach was polluted by waste from the factory.*

pop-u-la-tion (pop'yə lā'shən) 1 the people of a city, country, or district. 2 the number of people.

pour (pôr) cause to flow in a steady stream: *I poured the milk from the bottle into the cups.*

prai-rie (prer'ē) a large tract of level or rolling land with grass but few or no trees.

pre-cip-i-ta-tion (pri sip'ə tā'shən) 1 throwing down

hat, āge, fār; let, ēqual, tērm; it, īce
hot, ōpen, ōrder; oil, out; cup, pūt, rüle
ābove, takēn, pencēl, lemān, circās
ch, child; ng, long; sh, ship
th, thin; ƧH, then; zh, measure

or falling headlong. 2 sudden haste; unwise or rash speed. 3 a sudden bringing on: *the precipitation of a quarrel.* 4 the depositing of moisture in the form of rain, dew, snow, etc. 5 something that is precipitated, such as rain or snow.

prin-ci-pal (prin'sə pəl) 1 most important; chief; main: *St. John's is the principal city of Newfoundland.* 2 the chief person, such as the head of a school.

prin-ci-ple (prin'sə pəl) 1 a fact or belief on which other ideas are based: *Science is based on the principle that things can be explained.* 2 a rule of action or conduct: *I make it a principle to save some money each week.* 3 uprightness; honor: *Joseph Howe was a man of principle.* 4 a rule of science explaining how things act: *the principle by which a machine works.*

Principle and principal are pronounced the same.

prob-a-bly (prob'ə blē) more likely than not.

prob-lem (prob'ləm) 1 a question, especially a difficult question. 2 a matter or cause of doubt or difficulty: *a problem child.*

prov-ince (prov'əns) one of the ten divisions of Canada established by the British North America Act.

psy-chol-o-gy (sī kol'ə jē) the study of the mind and the ways of thought: *Psychology tries to explain why people act and think and feel as they do.*

purr (pēr) 1 a low, murmuring sound such as a cat makes when pleased. 2 make this sound.

quar-ter (kwôr'tər) 1 one of four equal parts; half of a half; one fourth: *a quarter of an apple, a quarter of lamb. A quarter of an hour is 15 minutes.* 2 divide into fourths: *She quartered the apple.* 3 one fourth of a dollar; 25 cents.

quick (kwik) fast and sudden; swift: *The cat made a quick jump. Many weeds have a quick growth.*

qui-et (kwī'ət) 1 making no sound; with little or no noise: *quiet footsteps, a quiet room.* 2 still; moving very little: *a quiet river.*

quit (kwit) 1 stop: *The men quit work at five. It will soon be time to quit.* 2 leave: *His big brother is quitting school this June.*

quite (kwīt) 1 completely; entirely: *a hat quite out of fashion. I am quite alone.* 2 really; truly: *Her illness was quite a shock.* 3 very; rather; somewhat: *It is quite hot.*

race¹ (rās) a contest of speed, as in running, driving, sailing, etc.: *a horse race, a boat race.*

race² (rās) 1 a group of living things having similar characteristics or ancestry: *the human race, the race of birds.* 2 a group, class, or kind, especially of people.

rang (rang) See **ring**². *The telephone rang.*

rea-son (rē'zən) 1 a cause or motive for an action, feeling, etc.: *Tell me your reasons for not liking him.* 2 an explanation: *Sickness is the reason for her absence.* 3 think things out; solve new problems: *Man can reason.*

re-cess (ri ses', also rē'ses for 1, 3) 1 a time during which work stops: *Our school has an hour's recess at noon.* 2 take a recess: *The committee recessed for lunch.* 3 a part in a wall or other surface, set back from the rest: *This long seat will fit nicely in that recess.*

rec-re-a-tion (rek'rē ā'shən) play or amusement.

rec-tan-gle (rek'tang'gəl) a four-sided figure with four right angles.

re-gion (rē'jən) 1 any large part of the earth's surface: *the arctic region.* 2 a place; space; area: *an unhealthful region, a mountainous region, the Maritime region.*

re-ply (ri plī') respond or answer.

rep-tile (rep'tīl) any of the group of cold-blooded animals that creep or crawl: *Snakes, lizards, turtles, alligators, and crocodiles are reptiles.*

re-ward (ri wôrd') 1 a return made for something done. 2 a money payment given or offered.

rice (rīs) the edible seeds or grain of a plant grown in warm climates.

ride (rīd) 1 sit on a horse and make it go. 2 sit on something and make it go: *to ride a camel, to ride a bicycle.* 3 be carried along by anything: *to ride on a train, to ride in a car.*

ring¹ (ring) 1 a circle: *The fairies danced in a ring. One can tell the age of a tree by counting the rings in a cross-section of its trunk.* 2 a thin circle of metal or other material: *a wedding ring, a key ring, a napkin ring.* 3 put a ring around; enclose; form a circle around. 4 an enclosed space for races or games, circus performances, showing livestock, etc.: *A ring was roped off for the fight.*

ring² (ring) give forth a clear sound, as a bell does: *Did the telephone ring?*

rob-ber (rob'ər) a person who robs; thief.

ro-bot (rō'bot) 1 a machine made in imitation of a human being. 2 a person who acts or works in a dull, mechanical way.

roll (rōl) 1 move along by turning over and over: *Wheels roll. A ball rolls. The child rolls a hoop.* 2 turn round and round on itself or on something else; wrap; be wrapped round: *She rolled the string into a ball.* 3 a kind of bread or cake: *a sweet roll.*

round (round) 1 shaped like a ball, a ring, a cylinder, or the like; having a circular or curved outline or surface: *a round hoop.* 2 anything shaped like a ball, circle, cylinder, or the like: *The rungs of a ladder are sometimes called rounds.* 3 make or become round: *The carpenter rounded the corners of the table.*

ru-ral (rūr'əl) in the country; belonging to the country; like that of the country.

sat-el-lite (sat'ə līt') 1 a heavenly body that revolves around a planet, especially around one of the nine major planets of the solar system: *The moon is a satellite of the earth.* 2 a man-made object shot into space to revolve around the earth or other heavenly body in an orbit.

Sat-ur-day (sat'ər dē or sat'ər dā') the seventh day of the week, the day after Friday.

■ **Saturday** developed from *Sæterdæg*, the Old English translation of the Latin phrase meaning 'day of Saturn.'

scare (sker) frighten: *We were scared and ran away.*

scar-y (sker'ē) *Informal.* causing fright or alarm.

sci-ence (sī'əns) knowledge based on observed facts and tested truths arranged in an orderly system.

scis-sors (siz'ərz) a tool or instrument for cutting that has two sharp blades so fastened that their edges slide against each other.

scream (skrēm) make a loud, sharp, piercing cry.

seat¹ (sēt) 1 something to sit on. 2 a place in a parliament, a city council, etc.: *The Liberals lost ten seats in the last election.*

seat² (sēt) an established place or centre: *A university is a seat of learning. The seat of our government is in Ottawa.*

seem (sēm) appear; appear to be.

sell (sel) exchange for money or other payment.

shoe (shū) an outer covering for a person's foot.

shore (shôr) the land at the edge of a sea, lake.

short (shôrt) 1 not long; of small extent from end to end: *a short time, a short life, a short street, short hair.* 2 not tall: *a short man, short grass.* 3 not coming up to the right amount, measure, or standard: *The cashier is short in his accounts.* 4 so brief as to be rude: *He was so short with me that I felt hurt.*

should (shùd; *unstressed*, shəd) a word used: to mean that one ought to do something: *Everyone should learn to swim. I really should do my homework.*

sign (sīn) 1 any mark or thing used to mean, represent, or point out something: *The signs for add, subtract, multiply, and divide are +, -, ×, and ÷.* 2 put one's name on; write one's name: *The man forgot to sign the cheque. Mother signed for the telegram.* 3 a motion or gesture used to mean, represent, or point out something: *She made the sign of the cross. A nod is a sign of agreement.* 4 give a sign to; signal: *The guard signed the visitor to enter.* 5 an inscribed board, space, etc. serving for advertisement, information, etc.: *The sign reads, 'Keep off the grass.'* 6 an indication.

sil-ver (sil'vər) 1 a shining, white, precious, metallic element: *Silver is used for making coins, jewellery, cutlery, dishes, etc.* 2 coins, especially those made of silver or having a silvery color: *a handful of silver.* 3 utensils or dishes made from silver; silverware.

skel-e-ton (skel'ə tən) 1 the bones of a body, fitted together in their natural places: *The skeleton is a frame that supports the muscles, organs, etc.* 2 a frame: *the steel skeleton of a building.* 3 the basic features or

elements; outline: *He first thought out the skeleton of the story he was going to write.*

slip (slip) 1 go or move smoothly, quietly, easily, or quickly: *She slipped out of the room. Time slips by. The ship slips through the waves.* 2 slide; move out of place: *The knife slipped and cut him.* 3 slide suddenly without wanting to: *He slipped on the icy sidewalk.*
slipped, slip-ping.

slow (slō) taking a long time; taking longer than usual; not fast or quick: *a slow journey.*

smoke (smōk) 1 the mixture of gases and carbon that can be seen rising in a cloud from anything burning. 2 the act or period of smoking tobacco. 3 preserve or flavor meat, fish, etc. by exposing to smoke.

Snake: a prairie rattlesnake — about 120 cm long



snake (snāk) 1 a long, slender reptile without legs: *Some snakes are poisonous.* 2 a sly, treacherous person. 3 to move, wind, or curve like a snake: *The narrow road snaked through the mountains.*

sneak-y (snē'kē) sly, mean, or underhand.

soul (sōl) the spiritual part of man, regarded as the source of thought, feeling, and action, and considered as separate from the body.

soup (süp) a liquid food made by boiling meat, vegetables, fish, etc.

sour (sour) having a taste like vinegar or lemon juice; sharp and biting: *This green fruit is sour.*

south (south) the direction to the left as one faces the setting sun; the direction opposite to north.

space ship or **space-ship** (spās'ship') a vehicle designed for travel between the planets or in outer space.

spe-cial (spesh'əl) 1 of a particular kind; distinct from others; not general: *This desk has a special lock. Have you any special color in mind for your new coat?* 2 more than ordinary; unusual; exceptional: *Today's topic is of special interest.*

sport (spōrt) 1 a game, contest, or other pastime requiring some skill and a certain amount of exercise: *Baseball and fishing are outdoor sports; bowling and basketball are indoor sports.* 2 fun; play; amusement: *He spends all his time in sport and play.*

stand (stand) 1 be upright on one's feet: *Don't stand if you are tired, but sit down.* 2 rise to one's feet: *The children stood when the visitor arrived.* 3 be set upright; be placed; be located: *The box stands over there.* 4 set upright: *Stand the box here.*

start (stärt) 1 begin to move, go, or act: *The train started on time.* 2 begin: *to start reading a book.*

state (stāt) 1 the condition of a person or thing: *He is in a state of poor health. The house is in a bad state of repair.* 2 the physical condition of a material with

hat, āge, fār; let, ēqual, tērm; it, Ice
hot, ōpen, ōrder; oil, out; cup, pūt, rüle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; FH, then; zh, measure

regard to its structure, composition, or form: *Ice is water in a solid state.* 3 a political unit consisting of an independent government and the people it represents. 4 one of several such units that together form a nation: *The State of Alaska is one of the United States.* 5 a person's position in life; rank: *He is a man of humble state.* 6 tell in speech or writing; express; say: *State your opinion of the new school rules.*

station (stā'shən) 1 a place to stand in; a place that a person is appointed to occupy in the performance of some duty: *The policeman took his station at the corner.* 2 a building or place used for a definite purpose: *a police station.* 3 a regular stopping place: *She met her at the railway station.* 4 the place or equipment for sending out or receiving programs, messages, etc. by radio or television. 5 give a position or place to; place.

stay (stā) 1 remain; continue to be: *Stay still. Stay here till I tell you to move. The cat stayed out all night. Shall I go or stay?* 2 live for a while; dwell: *She is staying with her aunt while her mother is ill.*

step (step) 1 a movement made by lifting the foot and putting it down again in a new position; one motion of the leg in walking, running, dancing, etc. 2 the distance covered by one such movement: *She was three steps away when he called her back.* 3 move the legs as in walking, running, dancing, etc.: *Step lively!* 4 a short distance; a little way: *The school is only a step from our house.* 5 walk a short distance: *Step this way.*

A man in the stocks



stock (stok) 1 goods for use or for sale; a supply used as it is needed: *This store keeps a large stock of toys.* 2 cattle or other farm animals; livestock: *The farm was sold with all its stock.* 3 lay in a supply of; supply.

stood (stūd) See **stand**. *He stood in the corner for five minutes. This building has stood here for many years.*

stove (stōv) an apparatus for cooking and heating.

straight (strāt) 1 without a bend or curve: *a straight line, a straight path, straight hair.* 2 in a line; directly: *Walk straight. He went straight home.* 3 frank; honest; upright: *a straight answer.*

strait (strāt) 1 a narrow channel connecting two larger bodies of water. 2 straits, *pl.* difficulty; need; distress: *He was in desperate straits for money.*

Strait and straight are pronounced the same.

strike (stri:k) 1 hit: *He struck his enemy. The car struck a fence. Lightning struck the barn.* 2 give; deal forth or out: *He struck a blow in self-defence.* 3 stop work to get better pay, shorter hours, etc.

string (string) a small cord or very thin rope.

stripe (stri:p) a long, narrow band distinct from its background: *A tiger has stripes.*

strong (strong) having much force or power.

sub-trac-tion (səb trak'shən) the process of taking one number or quantity from another; the process of finding the difference between two numbers or quantities: $10 - 2 = 8$ is a simple subtraction.

suit (süt) 1 a set of clothes to be worn together: *A man's suit consists of a coat, trousers, and, sometimes, a vest. The knight wore a suit of armor.* 2 a case in a law court: *He started a suit to collect damages for his injuries in the automobile accident.* 3 make suitable; make fit: *The teacher suited the punishment to the fault by making him sweep the room after he threw bits of paper on the floor.* 4 be good for; agree with: *A cold climate suits apples and wheat, but not oranges and tea.*

Sun-day (sun'dē or sun'dā') the first day of the week; the day of worship among most Christians.

☛ Sunday developed from Old English *sunnandæg*, meaning 'day of the sun.'

sur-prise (sər prīz') a feeling caused by something unexpected: *His face showed surprise at the news.*

swing (swing) 1 move back and forth, especially with a regular motion: *The hammock swings. He swings his arms as he walks.* 2 move in a curve: *He swings the club twice around his head. He swung the automobile around the corner.*



A tadpole at different stages of growth

tad-pole (tad'pōl') a very young frog or toad, at the stage when it has a tail and lives in water.

take (tāk) 1 lay hold of: *A little child takes its mother's hand in walking.* 2 seize; capture: *Wild animals are taken in traps.*

tak-en (tāk'ən) See **take**. *I have taken this toy from the shelf.*

talk (tok or tōk) 1 use words; speak: *Baby is learning to talk.* 2 use in speaking: *Can you talk French?* 3 the use of words; spoken words; speech; conversation: *The old friends met for a good talk.*

teach (tēch) help to learn; show how to do; make understand: *He is teaching his dog to shake hands.*

tem-per-a-ture (tem'pər ə chər or tem'prə chər) the degree of heat or cold.

ter-ri-ble (ter'ə bəl) 1 causing great fear; dreadful; awful: *The terrible storm destroyed many lives.* 2 *Informal.* extremely bad; unpleasant.

ter-ri-to-ry (ter'ə tō'rē) 1 land: *Much territory in the northern part of Africa is desert.* 2 a region; an area of land: *The company leased a large territory for oil exploration.*

that's (ʔHats) that is.

their (ʔHer) of them; belonging to them: *They like their fine, new school.*

☛ Their, there, and they're are pronounced the same.

there (ʔHer) in that place; at that place; at that point: *Sit there. Finish reading the page and stop there.*

there's (ʔHerz) there is.

they'd (ʔHād) 1 they had. 2 they would.

they're (ʔHer) they are.

though (ʔHō) in spite of the fact that: *We take our medicine, though we do not like it.*

through (thrū) from end to end of; from side to side of; between the parts of: *The soldiers marched through the town. He had a job through the summer.*

throw (thrō) cast; toss; hurl: *The boy threw the ball. The fire hose threw water on the burning house.*

Thurs-day (thərz'dē or thərz'dā') the fifth day of the week, following Wednesday.

☛ Thursday developed from Old English *thunresdæg*, originally meaning 'day of Thor'; Thor was the Germanic god of thunder.

ti-ny (tī'nē) very small; wee: *a tiny baby chicken.*

tire¹ (tīr) 1 lower or use up the strength of; make weary: *The long walk tired her.* 2 become weary.

tire² (tīr) a circular tube made of rubber, nylon, etc. and filled with air, for placing around the wheel of a truck, plane, bicycle, etc.

toad (tōd) a small animal somewhat like a frog, that lives most of the time on land rather than in water.

toe (tō) 1 one of the five end parts of the foot. 2 the part of a stocking, shoe, etc. that covers the toes.

too (tü) 1 also; besides: *The dog is hungry, and thirsty too. We, too, are going away.* 2 more than what is proper or enough: *My dress is too long for you.*

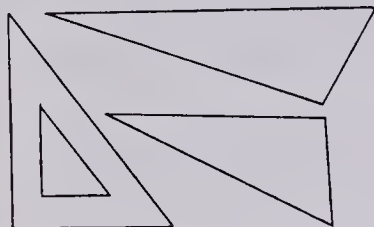
tour-ist (tür'ist or tür'ist) a person travelling for pleasure.

train (trān) 1 a connected line of railway cars pulled by an engine: *a very long freight train of 100 cars.* 2 a line of people, animals, wagons, trucks, etc. moving along together: *A train of snowmobiles sped across the ice.* 3 a part of a cloak or gown that trails behind the wearer: *Two attendants carried the queen's train.* 4 a group of followers: *the rodeo star and his train.* 5 a series; succession: *A train of misfortunes overcame the hero.* 6 bring up; rear; teach: *He trained his sons to respect their parents and teachers.*

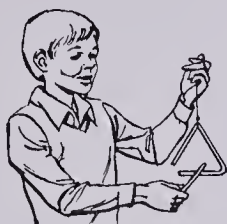
trans-por-ta-tion (trans'pər tā'shən) 1 transporting or being transported: *The railway allows free transportation for a certain amount of a passenger's baggage.* 2 a means of transport. 3 the cost of transport; a ticket for transport: *The transportation for our summer trip came to \$300.*

trav-el (trav'əl) go from one place to another: *She is travelling in Europe this summer.*

treas-ure (trezh'ər) wealth or riches stored up; valuable things: *The pirates buried treasure along the coast. The palace contains treasures.*



Triangles (def. 1)



A triangle (def. 3)

tri-an-gle (trī'ang'gəl) 1 a figure having three sides and three angles. 2 something shaped like a triangle. 3 a musical instrument made of a triangle of steel, open at one corner, that is struck with a steel rod.

tro-phy (trō'fē) something taken or won in war, hunting, etc., especially if displayed as a memorial or souvenir: *The hunter kept the lion's skin as a trophy.*

Tues-day (tyüz'dē or tüz'dē, tyüz'dā' or tüz'dā') the third day of the week, following Monday.

Tuesday developed from Old English *Tiwesdæg*, meaning 'day of Tiw'; Tiw was the Germanic god of war.



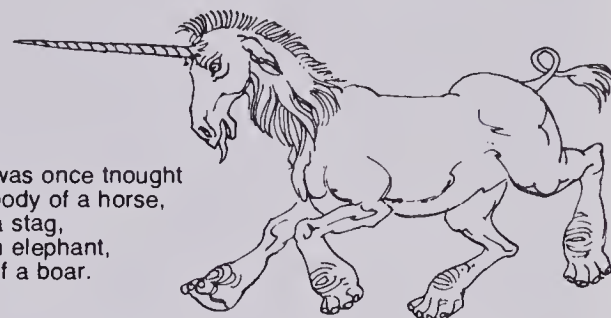
A tulip

tu-lip (tyü'lip or tü'lip) any of certain plants of the lily family, which grow from bulbs and have large cup-shaped flowers of various colors.

twice (twīs) 1 two times: *Twice two is four.* 2 doubly: *twice as much.*

un-der-dog (un'dər dog') one who is expected to lose; a person getting the worst of any struggle: *We've been the underdogs for the last few years, but this year our school is going to win.*

hat, āge, fār; let, ēqual, tērm; it, Ice
hot, ōpen, ōrder; oil, out; cup, pūt, rŭle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ƦH, then; zh, measure



A unicorn.
This animal was once thought to have the body of a horse, the head of a stag, the feet of an elephant, and the tail of a boar.

u-ni-corn (yü'nə kōrn') a legendary animal like a horse, but having a single long horn in the middle of its forehead.

u-nite (yü nīt') 1 join together; make one; combine: *Bricks united by mortar make a strong wall.* 2 bring together; join in action, interest, opinion, etc.: *Several firms were united to form one company.*

u-su-al (yü'zhü əl) in common use; customary; ordinary: *Snow is usual in most of Canada during winter.*

va-ca-tion (və kā'shən or vā kā'shən) 1 freedom from school, business, or other duties: *There is a vacation from school every year at Christmas.* 2 holidays: *She spent her vacation at the family cottage.*

val-ley (val'ē) low land between hills or mountains.

veg-e-ta-tion (vej'ə tā'shən) plant life; growing plants: *There is not much vegetation in deserts.*

vil-lage (vil'ij) a group of houses and other buildings, usually in a rural area, having fixed boundaries and some local powers of government.

vis-it (viz'it) go to see; come to see.

voice (vois) the sound or sounds human beings make in speaking, singing, laughing, etc.

vol-ca-no (vol kā'nō) an opening in the earth's crust through which steam, ashes, and lava are forced out.

wag-on (wag'ən) a four-wheeled vehicle, especially one for carrying loads: *a tea wagon, a toy wagon.*

wait (wāt) 1 stay or stop doing something till someone comes or something happens: *Let's wait in the shade.* 2 *Informal.* delay or put off: *Mother waited dinner for us.* 3 the act or time of waiting: *He had a long wait at the doctor's office.* 4 be ready; look forward.

wash (wosh) 1 clean with water: *to wash one's face, to wash dishes, to wash clothes.* 2 remove dirt, stains,

etc. by or as by scrubbing with soap and water: *Can you wash that spot out?* 3 wash oneself; wash one's face and hands: *You should always wash before eating.* 4 wash clothes: *Mother usually washes on Monday.* 5 washing or being washed: *This floor needs a good wash.* 6 a quantity of clothes washed or to be washed.

watch (woch) 1 look carefully; observe closely: *The medical students watched while the surgeon performed the operation.* 2 look at; observe; view: *Are you watching the show on television?* *We watched the kittens play.* 3 look or wait with care and attention; be very careful: *The boy watched for a chance to cross the busy street.* 4 a careful looking; attitude of attention: *Be on the watch for cars when you cross the street.* 5 staying awake for some purpose. 6 a device for telling time, small enough to be carried in a pocket or worn on the wrist. 7 the time of duty of one part of a ship's crew: *A watch usually lasts four hours.* 8 the part of a ship's crew on duty at the same time.

wear (wer) 1 have on the body: *Men wear coats, hats, collars, watches, beards.* *She wears black since her husband died.* 2 have; show: *The house wore an air of sadness.* 3 wearing; being worn: *Clothing for summer wear is being shown in the shops.* *This suit has been in constant wear for two years.* 4 clothing; things worn.

weath·er (weTH'ər) 1 the condition of the air with respect to temperature, moisture, cloudiness, etc.: *hot weather.* *We have had a lot of windy weather lately.* 2 expose to the weather; wear or discolor by sun, rain, frost, etc.: *Wood turns grey if weathered for a long time.* 3 go or come through safely: *The ship weathered the storm.*

Wednes·day (wenz'dē or wenz'dā') the fourth day of the week, following Tuesday.

☞ Wednesday developed from Old English *Wōdnesdæg*, meaning 'day of Woden'; Woden, or Odin, was the chief Germanic god.

we're (wēr) we are.

weren't (wērnt or wernt) were not.

where (wer or wher) in what place; at what place.

wife (wif) a married woman, especially when thought of in connection with her husband: *Joan is Tom's wife.* *pl. wives.*

win (win) be successful over others; get victory or success: *The tortoise won in the end.*

won·der·ful (wun'dər fəl) causing wonder; marvellous; remarkable.

work (wèrk) 1 the effort of doing or making something: *Few people like hard work.* 2 something to do; an occupation; employment: *The man is out of work.* 3 something made or done, especially something creative; the result of effort: *The artist considers that picture to be his greatest work.*

worm (wèrm) a small, slender crawling or creeping animal: *Most worms have soft bodies and no legs.*

write (rīt) make letters or words with pen, pencil, chalk, etc.: *You can read and write.*

writ·ing (rīt'ing) 1 written form: *Put your ideas in writing.* 2 handwriting: *His writing is hard to read.* 3 something written; a letter, paper, document, etc.

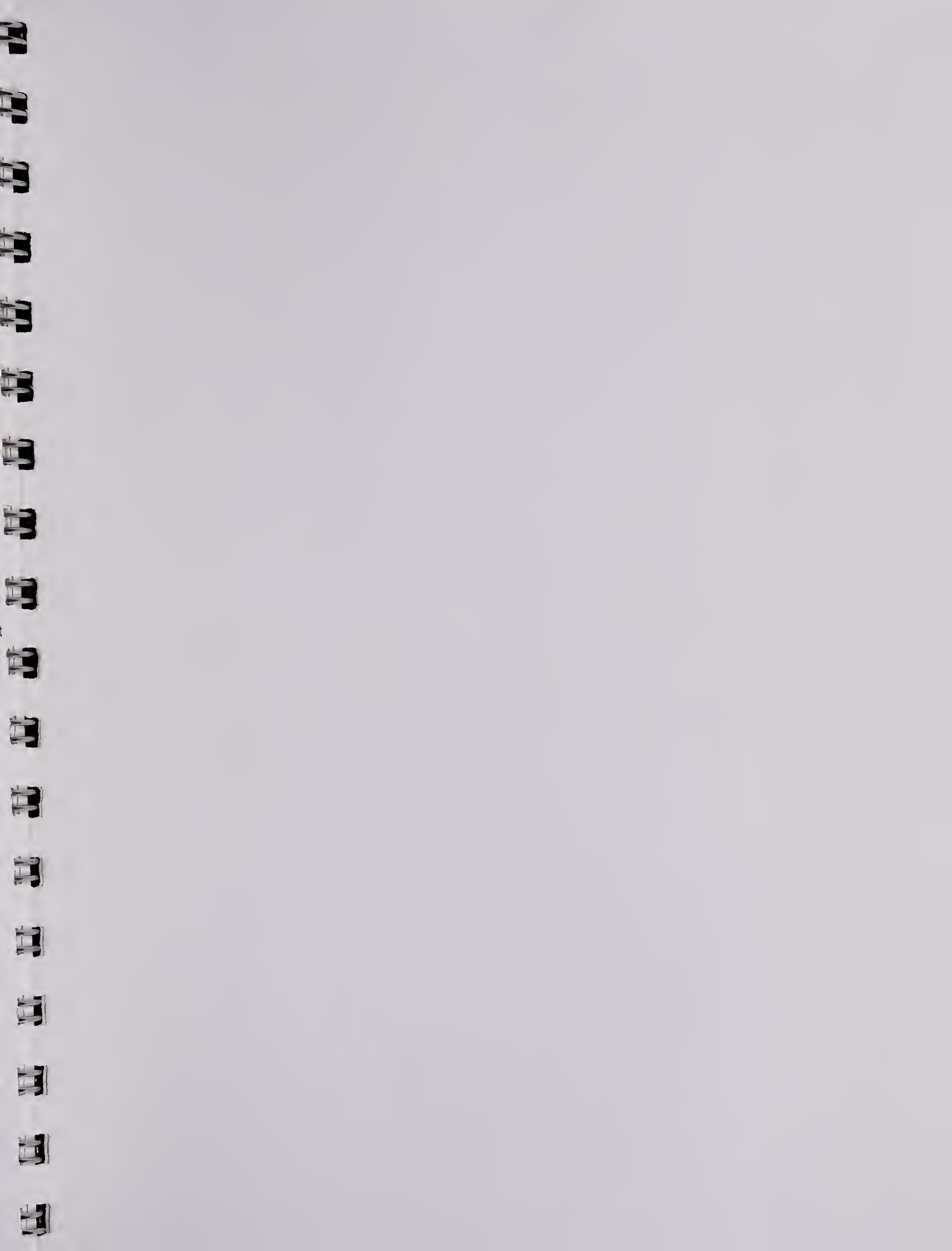
wrote (rōt) See **write**. *He wrote his mother a long letter last week.*

you'll (yül) you will.

young (yung) 1 in the early part of life or growth; not old: *A puppy is a young dog.* 2 young offspring: *An animal will fight to protect its young.* 3 having the looks or qualities of youth or of a young person; youthful; lively: *She looks and acts young for her age.*

you're (yür; *unstressed*, yər) you are.

☞ Your and you're are pronounced the same.





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